California State University, San Bernardino

CSUSB ScholarWorks

Electronic Theses, Projects, and Dissertations

Office of Graduate Studies

6-2019

"NOW LET US SHIFT": A CASE STUDY OF DEVELOPMENTAL EDUCATION REFORM IN A HISPANIC SERVING COMMUNITY COLLEGE

Audrey Marie Baca
California State University – San Bernardino, audreybaca83@gmail.com

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd

Part of the Community College Education Administration Commons, Community College Leadership Commons, and the Educational Leadership Commons

"NOW LET US SHIFT": A CASE STUDY OF

DEVELOPMENTAL EDUCATION REFORM IN A

HISPANIC SERVING COMMUNITY COLLEGE

_____

A Dissertation

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

in

Educational Leadership

_____

by

Audrey Marie Baca

June 2019

"NOW LET US SHIFT": A CASE STUDY OF

DEVELOPMENTAL EDUCATION REFORM IN A

HISPANIC SERVING COMMUNITY COLLEGE

———————————

A Dissertation

Presented to the

Faculty of

California State University,

San Bernardino

———————————

by

Audrey Marie Baca

June 2019

Approved by:

Dr. Nancy Acevedo-Gil, Ph.D., Committee Chair

Dr. Edna Martinez, Ph.D., Committee Member

Dr. Carmen Carrasquillo Jay, Ed.D., Committee Member

STRUCTURED ABSTRACT

Background: Latina/o/x students who persist to college are likely to enter through community college (Contreras & Contreras, 2018) and until the enactment of California Assembly Bill 705, would have been susceptible to placement in developmental education courses (Rodriguez, Cuellar Mejia, & Johnson, 2018). The implementation of AB 705 shifted the requirements for new student placement in all 115 California Community Colleges. With compliance mandated by Fall 2019, the law required colleges to "maximize the probability" that entering students enroll and complete transfer-level English or mathematics within a one-year timeframe and within a three-year timeframe for students enrolled in English as a Second Language courses (A. B. 705, 2017, para. 2).

Purpose: This study examined organizational changes related to developmental education reform, AB 705, at a Hispanic Serving Community College.

Methodology: This instrumental case study, at a Hispanic Serving Community College, employed various data collection methods including semi-structured interviews, document collection and analysis, physical artifact collection, and observations. Primarily, the enquiry focused on learning from eleven participants (faculty, staff, and administration) who were strategically involved in reform efforts.

Conclusions: The findings identified structural and procedural changes to the placement process as well as existing supplemental supports and curriculum

at the research site. Barriers and supports for faculty, staff, and administration

influenced the change process and the perceived implications for equitable

student outcomes of students. As all community colleges throughout the state

are required to comply with AB 705, this study may be of interest to those

invested in similar change processes.

ACKNOWLEDGEMENTS

This dissertation, in its full process, is made a reality by the contributions and support of many people. Thank you, thank you, thank you.

To the participants at Nepantla College, your honesty and willingness to share your story humbled me. I cannot express my gratitude enough for your thoughts, recommendations, fears and hopes. It is my hope that this dissertation gives voice to your experience. Thank you for your dedication to building equitable bridges.

To Dr. Nancy Acevedo-Gil, thank you for being an inspiration as a Latina-mami-scholar. Thank you for your guidance and endless support in all aspects of my professional and educational career. Thank you for introducing me to the American Association of Hispanics in Higher Education (AAHHE) and for writing my letter of support because I *knew* I wanted to be a Grad Fellow. I am grateful for you.

To Dr. Edna Martinez, your passion for contextualized education is breathtaking. Thank you for your artfully designed class discussions and impeccable writing feedback. Thank you for reminding us to "honor participants' voices" and I hope my work here is a reflection of that. I greatly appreciate the way you challenge me to strive for more. You are amazing.

To Dr. Carmen Carrasquillo, thank you for being a source of encouragement and knowledge through this process. Your insight and suggestions have been invaluable. I appreciate your genuine interest in my

research and your willingness to include me with your team at the California Acceleration Project conference. I was supposed to meet you that day.

To Cohort 10, I will treasure the open-hearted (and statistically significant) memories I have with each of you. Thank you for your encouragement and for willingly imparting your expertise. Every one of us *must* finish this formality, so we can go off and change the world in remarkable ways.

To my family, I missed you and love you. Thank you for understanding the magnitude of this venture.

To Enrique, you are my everything. I love you. Look what we can accomplish together!

DEDICATION

This research is world-making (Gergen, 2015). Our future will hold an equitable education system to help our youth embody not only empathy, but the knowledge that serving others cultivates a more beautiful world.

For all those who seek knowledge for the sake of knowledge, I cannot yet foresee the transformational change that will occur as a result of this contribution, but its ramifications will ripple the pipeline. Let us make waves.

To Autumn, an inspiration and light. To Diego, a creative innovator. To Sofia, a fearless embodiment of kindness. To Elena, ever willing to offer love. To our future.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Higher education is a pathway for Latina/o/x students that transcends the acquisition of knowledge and personal enrichment (Reyes & Senguttuvan, 2018); it includes the cultivation of an individual's morality within a culture deeply engaged with family and community (Ortiz & Santos, 2009). However, as a professional bureaucracy, higher education is built upon complex systems characterized by dualistic systems of power and authority (Kezar, 2014).

> We are ready for change.
> Let us link hands and hearts
> together find a path through the dark woods
>   step through the doorways between worlds
>   leaving huellas for others to follow,
>   build bridges, cross them with grace, and claim these puentes our
>   "home"
>   si se puede, que asi sea, so be it, estamos listas, vamonos.
>
>   Now let us shift.
>   (Anzaldúa, 2002, p. 576)

Gloria Anzaldúa's words describe where we are on the brink of change in higher education transformation. Both the California Community College system and the California State University (CSU) System are in the process of implementing reforms—California Assembly Bill 705 and CSU Executive Order 1110 respectively—connected to restructuring (or removing) developmental, or remedial, education as well as addressing placement and assessment. These two reforms are restructuring the way California colleges and universities

address the inequities in student placement. While both mandates are significant to increasing equitable access for students to credit-level English and math courses, my research examined organizational changes regarding California Assembly Bill 705, at a Hispanic Serving Community College. With compliance mandated by Fall 2019, AB 705 shifted the requirements for new student placement in all of California's community colleges, a predominately Hispanic Serving System (Contreras & Contreras, 2018). The law required the use of multiple measures for placement and established that colleges must "maximize the probability" that entering students complete transfer-level courses within a one-year time frame (A. B. 705, 2017, para. 2).

When new policies are instituted, changes typically occur to align to the policy (Kezar, 2014). Thus, this study explored how a Hispanic community college implemented changes to align to AB 705. This chapter introduces a statement of the problem, the purpose for conducting the study, the guiding research questions, and outlines the significance for this research. Additionally, Chapter One introduces the assumptions made by the researcher and presents the limitations and delimitations of the study. This chapter also defines terminology used throughout the dissertation.

Problem Statement

<u>A Broken Pipeline</u>

As an educational consultant, I have worked for the past ten years, throughout California and the nation, in reading intervention, special education,

and English Learner classrooms at the K-12 level. From my experience,

disturbingly, students of color are disproportionately identified as needing

remediation. In the Accelerated Schools Project, Henry Levin (2007) states:

> Webster's New Collegiate Dictionary describes remediation as the "act or
>
> process of remedying" where remedy is defined as "treatment that relieves
>
> or cures a disease" or "something that corrects or counteracts an evil."
>
> Although such meanings may appear far-fetched from education, they are
>
> accurate metaphors for what happens in the educational remediation of
>
> low-income and minority students.
>
> Presumably, children who are put into remedial programs are
>
> children who arrive at school with "defects" in their development that
>
> require repair of their educational faults. But, even this metaphor falls
>
> short of its own meaning because the typical child is never repaired, but
>
> remains in the repair shop for many years in enclaves labeled as Title I, or
>
> special education, or other categorical programs. And, contrary to gaining
>
> needed academic prowess, this approach stigmatizes the child with a
>
> label of inferiority and constrains academic development to the limitations
>
> of the remedial pedagogy. Low-income children fall farther behind the
>
> academic mainstream the longer they are in school. (pp. 1410-141)

Levin (2007) illuminates the K-12 section of the educational pipeline, which is

vital to be aware of a student's educational background as they transition into

and through the higher education segment of the pipeline. Considering the

intersectionality (Crenshaw, 1989) of race, socioeconomic status, ability status, and gender, these various intersections multiply the barriers our systems of education place on students.

A New Opportunity

Latina/o/x students who persist to college, tend to enter through community college (Contreras & Contreras, 2018) and until the passage of California Assembly Bill 705, would have more likely been placed in developmental education courses (Rodriguez, Cuellar Mejia, & Johnson, 2018). Prior to AB 705, faculty typically taught transfer-level courses to very filtered student populations. With placement reforms underway, the entering student population—including a higher percentage of freshman, students of color, and first-generation students (Rodriguez, Cuellar Mejia, & Johnson, 2018)—can now access transfer-level courses. Therefore, additional qualitative and quantitative research is needed to understand immediate and long-term successes and to determine which kinds of supports work best to prioritize equitable outcomes (Rodriguez, Cuellar Mejia, & Johnson, 2018).

Purpose Statement

The objective of this study was to explore the organizational changes that have occurred and continue to develop in response to California Assembly Bill 705 at a Hispanic Serving Community College. My research was situated within the Critical Theory paradigm (Sipe and Constable, 1996). To illustrate, the historical inequities in developmental education, which have existed in various

practices since its inception, are devised as a direct result of political and economic power dynamics (Boylan & Bonham, 2007; Levin, 2007; Sipe & Constable, 1996). Consequently, Assembly Bill 705 was formulated by leveraging political power in response to systemic inequities in the California Community Colleges (A. B. 705, 2017). Political, social, and economic factors should be considered in the context of change initiatives (Kezar, 2014). Thus, this research used a critical lens to examine the organizational reform efforts a Hispanic Serving community college made to align with legislative policy.

Research Questions

This study is guided by the following research questions, which evolved and were refined throughout the research process (Stake, 1995):

1. What organizational changes have occurred and continue to develop at a Hispanic Serving California Community College in response to recent developmental education legislation (AB 705)?

2. What are the supports and barriers for faculty, staff, and administration as they implement changes?

3. What are the perceived implications for equitable outcomes of students based on organizational changes?

Significance of the Study

Research shows about 87 percent of Latino and African American California Community College students are placed into at least one developmental math or

English class (Gordon, 2016). Per the Public Policy Institute of California (2016), only 16% of students who place into developmental coursework earn a certificate or degree within six years. These statistics are alarmingly problematic as Latina/o/x represent a significant, growing population in the United States and a majority of Latina/o/x begin their educational pathway in California Community Colleges (Lopez & Fry, 2013). Therefore, it is essential to research the context of Hispanic Serving Institutions because Latina/o/x are severely underrepresented in degree achievements and in 4-year universities due to institutional barriers (Acevedo-Gil, N., Santos, R., Alonso, L., & Solórzano, D., 2015; CCCSE, 2014; Solórzano, Villalpando, & Oseguera, 2005).

The statewide implementation of AB 705 in the CCC system aims at breaking down some of the systemic barriers that have long existed for Latina/o/x students and other underserved student populations (Rodriguez, Cuellar Mejia, & Johnson, 2018). The Public Policy Institute of California (2018) released a report on early implementers of AB 705 which offered several recommendations for moving forward with AB 705 compliance, including narrowing equity gaps as a key component in the planning process as well as the recommendation for rigorous research to understand the short and long-term impacts of these reforms, principally on underrepresented students. This was a significant reason to conduct my study, to gain additional insight into the implementation decisions related to AB 705, at a Hispanic serving community college.

The PPIC report also recommended that effective professional

development—for faculty, counselors, and academic advisors, and other student support staff—is critical to ensure success of the change initiative (Rodriguez, Cuellar Mejia, & Johnson, 2018). Early implementers of AB 705 mentioned using several key strategies, such as addressing affective learning domain, using culturally relevant pedagogy, and recognizing biases through professional development (Rodriguez, Cuellar Mejia, & Johnson, 2018). Rios-Aguilar and Marquez Kiyama (2018) maintain, "In community colleges in particular, classroom instruction and teaching practices and pedagogies have been for the most part, under-investigated and under-theorized" (2018, p. 5). Therefore, my study is significant in that it sought to examine not only the changes made in response to AB 705, but also the supports and barriers—like having access to professional development—to the implementation process which ultimately effect implications for equitable outcomes of students.

The Grubb and Gabriner (2013) study—a seminal, multiple case study of 20 California Community Colleges found English and math developmental courses regularly consisted of remedial pedagogy with decontextualized subskills—and others (Public Policy Institute of California, 2016; Rutschow & Schneider, 2011), have paved the way for developmental reforms. For Latina/o/x students (and all students) to reap the benefits of higher education—such as civic agency, economic power and status, physical and emotional well-being, and social mobility (Castellanos, Gloria, & Kamimura, 2006)—a shift in mindset and pedagogy must occur to complement the shift in policy. With the decrease of

developmental education courses through policy legislation, there creates even more reason to understand the implications of these system-wide changes. An instrumental case study was one way of beginning to understand this change process (Kezar, 2014; Stake, 1995).

Assumptions

Racial and gender inequities still exist (Chavez, 2009). Knowledge can facilitate change (Sipe & Constable, 1996). Not everyone wants change (Jaime, personal communication, February 2019). We, as transformational leaders, need to make space for those who are willing and able to make transformational changes towards an equitable education system (Chavez, 2009; Gergen, 2015).

Other assumptions included that participants were fully engaged and honest in their responses to the interview questions. Additional assumptions included that the research site was at some level of compliance with AB 705 and that there were artifacts to corroborate the initiatives of the college.

Delimitations

Certain delimitations are identified here as they were outside the scope of this project. This study was designed to focus on the response to AB 705 at one Hispanic Serving Community College. This study did not aim to interview students at the research site; however, student interviews are recommended for future research. In addition, this study did not include classroom observations. While the literature demonstrates the use of classroom observations for data

collection (Cox, 2009; Grubb & Gabriner, 2013; Suárez-Orozco, Casanova, Martin, Katsiaficas, Cuellar, Smith, & Dias, 2015), instead, this study utilized observations of campus interactions and the Equity Committee meeting as well as physical artifacts to triangulate information.

Definitions of Key Terms

In reviewing the literature, several key terms emerged as vital to understanding the discourse surrounding developmental educational reforms and implications for equity through organizational change. Below are some of the dominant terms from the academic discourse that are used in this study:

California Assembly Bill 705: Per the California Community Colleges Chancellor's Office (2017), "AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal."

Change Agent: Kezar (2014) uses the term change agent, which I used as well, to indicate that anyone is capable of creating change rather than only traditional administrators. The change process should be conceptualized as a multi-level process because leadership (and change) occurs at all levels of an organization (Kezar, 2014; Sturdy & Grey, 2003).

Developmental Education: Developmental education, remedial education, and basic skills are the most common terms ascribed to students in the literature

9

who enter college "underprepared" (Cohen, Brawer, & Kisker, 2014). These terms are used interchangeably in this dissertation to discuss developmental education students and practices; however, for consistency, I used developmental education most often. Boylan and Bonham (2007) aid in situating the term developmental education in the literature. They establish,

> Developmental education refers to a broad range of courses and services organized and delivered in an effort to help retain students and ensure the successful completion of their postsecondary education goals. Additionally, these courses and services are generally delivered according to the principles and theories of adult development and learning, hence the term 'developmental' education. (Boylan, & Bonham, 2007, p. 2)

Hispanic Serving Institution: The U.S. Department of Education (2018) defines a Hispanic Serving Institution (HSI) as an eligible higher education institution that has an enrollment of undergraduate full-time equivalent (FTE) students of which at least 25 percent are Hispanic.

Latina/o/x: The term Latina/o/x is used throughout the dissertation to be inclusive of Latina and Latino identities as well as those who identify as non-binary, gender non-conforming/creative and trans* (Marquéz, 2018). Terminology may also include Hispanic, Latino, or Latinx depending on the originating sources. The term Hispanic is a designation for individuals, from different countries, who speak Spanish as the primary language. Countries of origin can include Spain, Columbia, Argentina, Mexico, Peru, Dominican Republic, among

others (Salinas, 2015).

Nepantla: A concept used by Anzaldúa (2002) in her writings, 'nepantla' is Nahuatl word that means 'in-between space.' Lending to the duality of the college's culture, the research site is named Nepantla College to expose "the liminal space where transformation can occur…nepantla indicates space/times of great confusion, anxiety, and loss of control…. But nepantla is also a time of self-reflection, choice, and potential growth" (Keating, 2006, p. 8-9).

Second-order Change: Kezar (2014) uses the term second-order change to identify change initiatives that involve addressing underlying assumptions, values, processes, structures, and culture in order for change to happen. It is characterized as multi-level (i.e. across institutions, departments, or divisions) and multi-dimensional (i.e. schema, interest, values) cyclical process (Kezar, 2014).

Sensemaking: Sensemaking can be understood as a way of altering mindsets (Kezar, 2014). In second-order change (see below), sensemaking occurs in two ways: (1) as individuals associate new meaning to familiar notions and (2) as individuals adopt new language as well as new concepts that define the changed institution (Eckel & Kezar, 2003 as cited in Kezar, 2014).

Technology: Three main categories of technologies were considered for this study—instructional technology, course management technology, and student support technology (Center for Analysis and Postsecondary Readiness, 2017). According to the CAPR (2017) report,

Instructional technology, with regard to developmental education, refers to software and other technologies that provide the instructional content of the course— be it reading, writing, or mathematics— to students…

Course management technology (sometimes referred to as a "learning management system" or LMS) involves using technology to organize and present course structure and materials. Some specific uses for course management technologies are electronic storage of and access to important course materials (such as the syllabus, required reading materials, and lecture presentations), online quizzes and other assessments, student grades, class-wide communications (such as emails or electronic announcements), a course calendar (often providing deadlines for assignments), links to instructional videos, electronic course evaluations, and online discussion boards (see Dalsgaard, 2006; Qutab, Shafi-Ullah, Safdar, & Khan, 2016; Wernet, Olliges, & Delicath, 2000). Some brands of learning management systems include Blackboard, Canvas, Moodle, WebCT, and Desire2Learn (authors' interviews; Dalsgaard, 2006; Qutab et al., 2016; Wernet et al., 2000)…

Student support technology is the use of technology to support students' academic performance either by providing individualized assistance with academic tasks or by monitoring students' academic behavior (such as course attendance and performance) to ensure they are staying on track to complete their courses. These electronic services

include online access to remote tutors to assist students with academics and learning (authors' interviews; Britto & Rush, 2013; Price, Richardson, & Jelfs, 2007). (pp.10-12)

Summary

Chapter One introduced the problem statement, elaborated on the purpose for conducting the study, and presented the guiding research questions. Additionally, this chapter discussed the significance for this study and clarified assumptions made by the researcher. The chapter culminated with delimitations and definitions of key terminology used throughout the dissertation. The next chapter introduces the theoretical framework which guided the study and presents literature in the field surrounding the topics introduced in chapter one, including the role of the community colleges, and a discussion of developmental education. Chapter Two also provides a context for understanding how Latina/o/x students have previously experienced developmental education. In addition, the chapter details recent shifts in developmental reform with a discussion of how AB 705 originated, initial messaging regarding the implementation timeline, and potential implications for equity.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter One introduced the imperative need for additional research on HSIs to understand the implementation of developmental reform as it affects equitable access in the higher education system. The first chapter also considered the pivotal role key stakeholders play in implementation of developmental education reforms. Chapter Two introduces my theoretical framework and situates the role of community colleges, developmental education, Latina/o/x students in developmental education within the context of higher education. The literature review was a process that guided this study's research questions (Ravitch & Riggan, 2017). Literature was reviewed throughout the whole of my dissertation; however, this chapter presents a selective and focused review of relevant literature in the field to build an argument for my research (Maxwell, 2006; Ravitch & Riggan, 2017).

The chapter begins with a succinct overview of the current organizational structure of California's systems of Higher Education as determined by the Master Plan of 1960. The chapter continues with a definition and discussion to orient the reader to the defining characteristics of developmental education. Chapter Two also describes Hispanic Serving Institutions and the main stakeholders in developmental education—students and faculty—by including a profile of the students who have, traditionally, been enrolled into developmental

14

course sequences as well as a profile of the professoriate charged with teaching in community colleges. I focused specifically on students and faculty; however, it is important to note the other players in large scale change initiatives, such as counselors, assessment center personnel, department chairs, deans, and so forth. This chapter closes with a summary of major findings and methodologies used, describes recent developments pertaining to AB 705 and related initiatives, and elaborates on implications for further research.

The purpose of this chapter was to review and critique seminal works and recent relevant studies in the field that provided insight into facets of developmental education. Therefore, I included an overview of common developmental education models, as well as discussed studies that were influential in bringing about legislative reforms in developmental education. Because a majority of research conducted in higher education does not prioritize Latina/o/x first-generation low-income college students (Rios-Aguilar & Kiyama, 2012) or the institutions these students attend, particular attention was paid to included studies at Minority Serving Institutions and Hispanic Serving Institutions. The purpose of this chapter was not to detail every available study; however, it was designed to critique existing relevant studies to distinguish what has been done from what remains to be done. This chapter documents research methods and techniques to highlight the advantages and disadvantages of methods as well as relays noteworthy findings to reinforce the practical and scholarly significance for this study.

Theoretical Framework

All aspects of a qualitative research study are influenced by the theoretical framework (Grant & Oslanloo, 2014). It is the foundation for the "rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis" (Grant & Osanloo, 2014). Thus, the theoretical framework is a mechanism for seeing and making sense of all facets of the study.

Accordingly, this research study employed a theoretical framework based on organizational change theory (Kezar, 2014) and drew from Gonzales, Kanhai, and Hall's (2018) work that re-imagines organizational theories from a critical paradigm. While many of the studies in the field (as related to equity, HSIs and MSIs) privilege Critical Race Theory as a theoretical framework (Acevedo-Gil, Santos, Alonso & Solórzano, 2015; Jones, 2013; Salas, 2014; Suárez-Orozco, Casanova, Martin, Katsiaficas, Cuellar, Smith, & Dias, 2015), Kezar (2014) and Gonzales and associates (2018) offered a more appropriate approach to understanding how the change process occurs in organizations and how the critical paradigm can be leveraged to re-imagine how colleges change to accommodate legislative reforms.

To elaborate, Kezar (2014) identifies change as "those intentional acts where a particular leader drives or implements a new direction" (p. xii). She provides a framework for understanding the change process which includes

16

consideration of the type of change, the context for change, and the role of agency/leadership (Kezar, 2014). Type, context, and agency inform the approach (or theories to apply) to the change initiative (Kezar, 2014). Kezar (2014) uses the term *change agent*, which I will use as well, to indicate that anyone is capable of creating change rather than only traditional administrators. The change process should be conceptualized as a multi-level process because leadership (and change) occurs at all levels of an organization (Kezar, 2014; Sturdy & Grey, 2003). Change theory, as presented by Kezar (2014), comprises two types of change, first order and second order, which shape the approach, or various strategies, used to institute the change (Kezar, 2014). A first order change involves minor adjustments or modifications to implement change; while second order change requires evaluation of underlying values, structures, processes, assumptions, and culture to institute change (Kezar, 2014).

Additionally, rather than aligning to a single school of thought, and related organizational theories, Kezar (2014) underscores the significance of leveraging multiple theories to analyze and determine an approach to creating change. Accordingly, I leverage ideas from the various schools of thought (Scientific Management, Evolutionary, Social Cognition, Cultural, Political, and Institutional) to synthesize the literature in the field as well as the change process in my own study. Moreover, Kezar (2014) maintains that theories can be seen as different layers of a complex process. As opposed to seeing them as competing perspectives of the same phenomenon, leaders should employ (and consider) all

the aforementioned theories to analyze a situation.

Similarly, Gonzales and associates (2018) offer another layer, from a critical paradigm, to foreground justice. Through re-imagining organizational perspectives of four schools of thought—including Scientific Management, Organizational Behavior, Environmental Perspectives, and Organizational Culture—Gonzales and colleagues (2018) envision higher education institutions as places where diverse people and communities might converge to foster a socially just world. To do so, Gonzales and associates (2018) focus on four main issues connected to the aforementioned schools of thought which include: 1) Labor in/justice, such as the exploitation of emotional labor; 2) Intersectional justice, related to people in academia who may be marginalized or minoritized in multiple ways; 3) Reparative justice, which considers educational institutions as tools of colonization and prioritizes repatriations; 4) Epistemic in/justice, the concept that society is dominated by paternalistic, white male rules which limit who is valued as a knower and producer of knowledge. The concept of emotional labor is especially significant to this study. Gonzales and Rincones (2013) conceptualize emotion and emotional labor as "a form of labor compelled by organizational norms and rules" (p. 2). Miller (2001) described how even the suppression of emotion is an emotional act; other scholars note emotional labor can produce dissonance and dissatisfaction within an individual which can affect a person even when away from work (Fisk & Friesen, 2012; Hochschild, 1983).

Gonzales and associates (2018) cite the work of Fredrick Taylor, an

18

engineer who conceptualized organizations as "closed systems focused only on the internal workings," to discuss the scientific management school of thought (p.20). The scientific management school of thought foregrounds standardizations, the division of labor, and organizational design (Gonzales et al., 2018). A critically-informed, scientific management perspective—using critical management studies and collective leadership—defines organizational roles, goals, performance through shared leadership rather than through a single, positional leader (Gonzales et al., 2018). Critically informed scientific management realizes organizations as places where power circulates between workers, among leaders and workers, and between workers and their work. Moreover, critically informed scientific management compels leaders to invite workers to contribute and inform the on-goings of the organization (Contractor, deChurch, Carson, Carter, & Keegan, 2012 as cited in Gonzales et al., 2018).

The organizational behavior school of thought prioritizes cooperation, coordination, and human relations and assumes efficiency can be attained through social connectivity (Gonzales et al., 2018). A critically informed organizational behavior school of thought leverages applied critical leadership and intersectionality to honor human needs, but also to recognize the complex histories and identities of people in the organization and how these intersections shape power relations and structures.

Environmental perspective school of thought assumes an open-system perspective, meaning that the focus is on the external conditions—or the

economic, social, and cultural conditions—that shape the organization (Gonzales et al., 2018). As presented by Marion and Gonzales (2013), in open systems theory "if a person fail[ed], it is in part, because of the failures in the system" (p. 74). A critically informed environmental perspective accounts for organizations being embedded in external environs, but also considers the hegemonic ideologies, whiteness, and colonial power dynamics which influence the external environment.

Organizational culture is defined by the "system of values, symbols, and shared meanings of a group including the embodiment of these values, symbols, and meaning into material objects and ritualized practices" (Sergiovanni & Corbally, 1984, p. viii). Organizational culture perspective views norms, organizational values, artifacts, and rituals as means to socialize and guide people (Gonzales et al., 2018). However, a critically informed organizational culture perspective also exposes that socializing tools used by organizations are not neutral and instead are means of dictating who and what is valued (Gonzales et al., 2018). Critically informed views of organizational culture seek to disrupt and deconstruct traditional notions of power and discourse to prioritize epistemic justice and "other" ways of knowing (Marquez Kiyama & Rios-Aguilar, 2018). Critical organizational culture can work to expose an institution's cultural norms and values might be used "to discipline, damage, and potentially silence knowers within academe" (Gonzales et al., 2018, p. 69).

Critical organizational theory reminds educational leaders and researchers

that transformational research only comes from reimagining "higher education as *more than* a place where people come to be credentialed and graduated, *more than* a place where faculty and staff simply progress programs and grants just as they process students" (Gonzales et al., 2018, p. 507). As researchers, we must embrace radically different lenses than the traditional views that have dominated the literature and previously influenced the work of higher education institutions (Gonzales et al., 2018). Therefore, I employed organizational change theory (Kezar, 2014) from a critical paradigm (Gonzales et al., 2018) to guide my study.

A Brief History of California Community Colleges

In 1960, California's policymakers pursued legislation, set in statute by the Donahoe Higher Education Act, that would provide widespread college opportunity (Callan, 2009). Thus, a 15-year Master Plan for Higher Education was created in response to public pressures to increase educational attainment opportunities for the Baby Boomer population as they came of college-going age (Callan, 2009). Though designed as a plan for 15 years, this document is still used as a guiding framework for California's system of higher education today. The Master Plan outlined the current mission and roles for California's systems of higher education (Callan, 2009): the California Community College (CCC), the California State University (CSU), and the University of California (UC). The responsibilities for California's public higher education system (UC, CSU, CCC) are as follows (California State Department of Education, 1960): The UC is the state's public research university system and admits all students who are eligible

from the top 12.5 percent of California's public high school graduates. The CSU

is primarily responsible for the educational preparation of undergraduates and

master's students. The CSU selects from the top 33.3 percent of California's

public high school graduates. The CCC serves any student who would benefit

from a college education and is specifically responsible for providing a clear

pathway to transfer into the CSU and UC systems. The CCC offers lower-division

undergraduate coursework, remedial or developmental education, in addition to

vocational course offerings. The California Community Colleges confer associate

degrees and certifications. In 2015, select community colleges were granted the

approval to develop bachelor's degrees in specific technical areas such as

automotive technology and Industrial Automation (California Community Colleges

Chancellor's Office, 2015).

Though the California Master Plan for Higher Education seemingly set a clear

pathway and expectations for transfer from community colleges to the CSU and

UC systems (California State Department of Education, 1960), there have been

numerous studies documenting the dismal transfer rates of community college

students to the CSUs and UCs (Brint & Karabel, 1989; Callan, 2009; Dougherty,

2001; Geiser & Atkinson, 2010; Public Policy Institute of California, 2016). To

illustrate, while it is estimated that nearly half of all students enrolled in the

community college system are transfer directed, or intend to transfer, only 4% of

students succeed in transferring within two years and 13% of students succeed

in transferring within three years (Public Policy Institute of California, 2016). To

put the sheer magnitude of students who enroll in the California Community

Colleges into perspective, per a recent Public Policy Institute of California (PPIC)

(2016) report more than 2.1 million students are enrolled in CCC. This is at least

twice as many students than the UC and CSU systems combined. The CSU Fall

2016 enrollment was at 478,638 students (California State University, 2017) and

the UC Fall 2016 enrollment was 264,426 students (University of California,

2018). Thus, when studies mention nearly half of all California Community

College students (roughly one million students) start with the ambition to transfer

(Fink & Jenkins, 2017; PPIC, 2016), we must consider system changes to

support students in attaining their educational goals. As noted in Chapter One,

developmental education has been defined as a key obstacle to transfer and

completion.

<center>Developmental Education Defined</center>

In the literature, *developmental education*, *remedial education*, and *basic

skills* are the most common terms ascribed to the coursework designed for

students who enter college "underprepared" (Cohen, Brawer, & Kisker, 2014).

These terms are used interchangeably in this dissertation to discuss

developmental education students and practices; however, for consistency, I use

developmental education most often. Boylan and Bonham (2007) aid in situating

the term *developmental education* in the literature. They establish,

"Developmental education refers to a broad range of courses and services

organized and delivered in an effort to help retain students and ensure the

<center>23</center>

successful completion of their postsecondary education goals. Additionally, these courses and services are generally delivered according to the principles and theories of adult development and learning, hence the term 'developmental' education" (Boylan, & Bonham, 2007, p. 2). Bailey, Jeong, and Cho (2010) identify the purpose of developmental education as assisting academically "underprepared" students by improving college-readiness skills.

Because this study focused on how Assembly Bill 705 was being implemented at a Hispanic-Serving community college, the reader should have a foundational knowledge of what developmental education is and its role in the function of the community colleges. Additionally, to clarify terminology, I use the term *community college* rather than two-year institution, or two-year college. As demonstrated in a recent study, even the California Community College's Chancellor's Office Scorecard reports completion rates by six-year cohorts (Contreras & Contreras, 2018). To illustrate the purpose of community colleges, Cohen and colleagues (2014) identified the interrelated functions as academic transfer, vocational education, continuing education, community service, and developmental education. Thus, a basic understanding enables the reader to have a better grasp of the ramifications that AB 705 has within California's community colleges.

Cohen, Brawer, and Kisker (2014) provide a thorough description of the rise and reasoning behind developmental education. To summarize, some of the most notable explanations for developmental education include a decline in

literacy after the late 1960s, fluctuation in academic requirements from the 1960s onward, and wide variations in community colleges' admission requirements. While these factors contributed to the influx of developmental education students, Cohen and colleagues (2014) report that student enrollment in remedial coursework became pervasive among institutions of higher education by the end of the 1970s. The battle for equity is not a new one. In 1991, the Mexican American Legal Defense and Educational Fund (MALDEF) filed a lawsuit against the California Community College's Chancellor's Office citing that the Chancellor's Office failed to monitor the appropriate use of assessment tests which disproportionately placed Latino students into remedial courses (Chase, Dowd, Pazich, & Bensimon, 2014). Cohen and associates (2014) demonstrate the continuance of this battle by highlighting the daunting statistics in California. During Fall 2010, 72 percent of entering college students placed into remedial English courses whereas 85 percent placed into developmental math (Cohen et al, 2014). Placement policies, including the length and number of courses in developmental course sequences, vary by institution and state (Long & Boatman, 2013). According to a 2016 national survey, while placement practices are slowly moving away from trapping students into developmental courses based on a single assessment, such as ACCUPLACER or Compass (retired), still only 51% of public two-year institutions reported using multiple measures for reading and writing placement and 57% of institutions reported using multiple measures for math placement (Center for the Analysis of Postsecondary Readiness,

2018).Though this is a trend in the right direction across the nation, in California, legislation has mandated the use of multiple measures for placement in all 115 community colleges (A. B. 705, 2017).

Cohen and associates (2014) established that of the students who placed three levels below college-level math, only 14 percent ever succeeded in completing a math course at the college level. Cohen and his colleagues (2014) noted that the challenges of developmental education are pervasive across the nation; however, this literature review intends to focus more closely on developmental education in the California Community Colleges.

While many scholars identify the barriers developmental education places on students with intent to transfer (Acevedo-Gil et al., 2015; Cohen et al., 2014; Cuellar Mejia, Rodriguez, & Johnson, 2016; The Campaign for College Opportunity, 2018), legislation was passed in October 2017 to address some of these barriers in California's community colleges. Consequently, the traditional function of developmental education at the community college will be transformed by Assembly Bill 705, which mandates that a student will "enter and complete the required college-level coursework in English and mathematics within a one-year timeframe" (A. B. 705, 2017). This legislation is a deliberate and significant shift to prioritize degree completion and the academic transfer function of the community colleges in California (Foundation for California Community Colleges, 2017). To date, there have been no other studies focused on prioritizing the implementation of AB 705 in Hispanic Serving Institutions.

<u>Hispanic Serving Institutions</u>

Nationally, two-thirds of all Latina/o/x college students are enrolled in community colleges (Cox, 2009). Furthermore, a national longitudinal study found that just over half (51%) of all students enrolled in Hispanic-serving community colleges were of Hispanic descent (Núñez, Sparks, & Hernández, 2011). As Latina/o/x represent a significant, growing population in the United States (Lopez & Fry, 2013), it is essential to understand the institutional factors that cause these students to be severely underrepresented in degree achievements and in 4-year universities (Camacho Liu, 2012; Institute for Higher Education Leadership & Policy, 2010; Krogstad, 2015; Santiago et al., 2016; Solórzano, Villalpando, & Oseguera, 2005). Campus climate, campus culture, and an increased presence of role models play a significant part in the success of Hispanic student transfer rates (Núñez, Crisp, & Elizondo, 2015). Researchers contend that additional studies are needed to have a greater understanding how Hispanic Serving Institutions are serving their critical mass of Latina/o/x students (Contreras & Contreras, 2015; Núñez, Crisp, & Elizondo, 2015). To clarify, the U.S. Department of Education (2018) defines a Hispanic Serving Institution (HSI) as an eligible higher education institution that has an enrollment of undergraduate full-time equivalent (FTE) students of which at least 25 percent are Hispanic.

Contreras and Contreras (2018) posit that over 76 percent of the California Community Colleges are designated as Hispanic Serving Institutions.

They maintain that California's community colleges are arguably a Hispanic serving system (Contreras & Contreras, 2015; Contreras & Contreras, 2018). Thus, the CCC system requires targeted reform and strategic investment to better address the needs of Latina/o/x and other underrepresented student populations (Contreras & Contreras, 2018). Nationally, community colleges serve multicultural student populations. Nearly twenty five percent of Latina/o students who earned a baccalaureate degree started their educational path at a community college (de los Santos & de los Santos, 2006). The American Association of Community Colleges (AACC) (2018) reported the system representation of community college students (among undergraduates) for Fall 2015, as Native Americans (56%), Blacks (43%), Hispanics (52%), and Asian/Pacific Islanders (40%). This diverse student population made up 41% of the United States undergraduates (AACC, 2018). Across the nation, community colleges, particularly minority serving community colleges, merit additional attention in the literature. Minority Serving Institutions (MSI) have "long-been invisible across much of the landscape in higher education" (Conrad & Gasman, 2015, p. 12). MSIs are identified in the literature as Historically Black Colleges and Universities (HBCU), Tribal Colleges and Universities (TCU), Asian American and Native American Pacific Islander Serving Institutions (AANAPI), and Hispanic Serving Institutions (HSIs) (Conrad & Gasman, 2015). Researching MSIs offers valuable insight into cultivating educational opportunity for *all* students (Conrad & Gasman, 2015).

Latina/o/x Students in Developmental Education

In "The 'Cooling Out' Function Revisited," Clark (1980) cautions that future research should acknowledge a major caveat: variation. As a result of the decentralized structure of the U.S.'s community college system, colleges are subjected to regional and state control which should take into account differences such as diverse clientele, labor markets, and decisions based on the actions of other local colleges (Clark, 1980). These variations limit generalizability of findings to U.S. national community college system. Clark's (1980) notion of variability is important to consider in reviewing the literature because each college context is different; different variables, such as student demographics and faculty characteristics, campus culture, and implementation practices invariably influence change initiatives. A study conducted by Pascarella, Edison, Nora, Hagedom, and Terenzini (1998) found that between 20% and 31% of students at two-year colleges were more likely than similar four-year college students to lower their educational plans of attaining a bachelor's degree. Thus, they found, to an extent, community colleges do contribute to the cooling out function in higher education. Their study sought to test Clark's (1960, 1980) hypothesis that attendance at a two-year college significantly decreases educational attainment of a bachelor's degree (Pascarella, Edison, Nora, Hagedom, & Terenzini; 1998). Similarly, Osei-Kofi and Rendon (2005) assert that Latina/o/x students are directly affected by the hegemonic structures of higher education which employs cooling out mechanisms such as decreased

29

affordability of college, enrollment caps, increased reliance of online distance education and encouragement of Latina/o/x students into military service.

When discussing organizational change, Kezar (2014) notes that higher education institutions are renowned for loose coupling, or decentralized structures. This concept is significant in reform efforts because values and institutional mission influence the priorities of a campus (Jones, 2016; Vick, 2016; Webb, 2018). To demonstrate, though HSIs have a federal designation as Minority Serving Institutions, there is no mandate to address a specific mission to serve Hispanic students (Núñez, Hurtado, & Calderon Galdeano, 2015). This is different from other MSIs. For instance, Tribal Colleges and Universities are required by their charters and missions to develop educational programs that are needed by local reservations (Conrad & Gasman, 2015).

D.G. Solórzano and Octavio Villalpando (1998) attribute the low percentages of Latino, African American, and Native American students who are eligible for university admission to institutional practices of inadequate academic preparation, negative teacher expectations, and disproportional tracking into nonacademic, vocational courses. In centering research on Latina/o/x students and other historically marginalized groups, further insight is provided into how these student populations persist in various institutions (Solórzano & Villalpando,1998).

Acevedo-Gil, Santos, Alonso and Solórzano (2015) conducted a qualitative case study as part of the five-year Pathways to Postsecondary

Success research project, funded by Bill & Melinda Gates Foundation. The setting included three community college campuses, located in the greater Los Angeles area, which were used to examine three academic pathways: developmental education, "transfer tracks" to four-year universities, and Career and Technical Education (CTE) (Acevedo-Gil et al., 2015). The purpose of the study was to examine the experiences of Latina/o students within developmental math and English education courses using Critical Race Theory (CRT) and Rendon's (1994) theory of validation (Acevedo-Gil, Santos, Alonso & Solórzano, 2015). While the overarching Pathways to Postsecondary Success Project included 110 low-income student participants, the data from the Acevedo-Gil and associates (2015) research was derived from semi-structured interviews with 30 Latina/o participants enrolled in developmental education coursework on one of the three campuses.

The research for the overarching study was conducted from December 2010 to September 2012 (Acevedo-Gil et al., 2015). The larger study was comprised of three waves of semi-structured interviews. The Acevedo-Gil et al. (2015) qualitative case study utilized second wave interviews; 30 Latina/o participants were used from the second wave of data collection from interviews conducted between November 2011 and April 2012. Data included age, race, and gender demographics as well as income indicators and student enrollment and placement status. Researchers analyzed the data from semi-structured interviews using Atlas.Ti (2010). Pre-established codes were used to identify

themes. The Acevedo-Gil et al. (2015) study utilized different pre-established codes to examine the data within CRT and Validation frameworks ("basic skills," "academic invalidation," and "academic validation"). The authors individually conducted axial coding to identify subcategories. Then, the authors convened to peer-debrief and refine the axial codes and identify connections among subcategories (Acevedo-Gil et al., 2015). A second round of axial coding was conducted and the authors reconvened to answer the research questions with the identified constructs and categories. The authors found that developmental education students experienced invalidation and validation inside and outside of the math and English courses (Acevedo-Gil et al., 2015). Curricular practices were often identified as the cause of invalidation within the courses (Acevedo-Gil et al., 2015).

These invalidating curricular practices had a negative effect on the students, but the authors chose to focus on the validating practices that were identified within pedagogical practices of faculty in courses, and outside of the classroom with other institutional agents (Acevedo-Gil et al., 2015). Validating practices from institutional agents and peers, supported the participants to be successful in the developmental education courses. Acevedo-Gil and associates (2015) noted that validating practices are already at work in developmental education and should be used as models to cultivate further validation within Latina/o students. The authors recommend a critical race validating pedagogy that fosters educational environments that include the following: (1) Self-

reflecting on prior moments of invalidation in developmental courses; (2) Bridging high educational aspirations and developmental coursework completion; (3) Improving academic skills and academic confidence to complete developmental courses; (4) Acknowledging student social identities/positionalities as sources of strength; (5) Implementing a culturally relevant and social justice curriculum; and (6) developing a critical race validating pedagogy (Acevedo-Gil et al., 2015). The researchers recommend additional critical qualitative research is necessary to refine successful developmental education pedological practices, pathways, and placement to support Latinas/os with degree completion and ultimately contribute to national economic success (Acevedo-Gil et al., 2015).

Currently, there is a lack of research regarding minority students and developmental education in higher education (Doran, 2015). Furthermore, additional research is needed to promote student success with the vast number of Hispanic students enrolling in community colleges. Additional research is also needed to understand how developmental education and other institutional initiatives function as gatekeeping mechanisms (Doran, 2015). Doran (2015) investigated the perceptions of developmental faculty regarding the implementation of integrated developmental reading and writing (INRW) into their teaching at diverse, urban community college. The research occurred at Adelante College (pseudonym), a community college in Texas, which is part of the River City College District.

33

The participants included seven integrated developmental reading and writing (INRW) faculty members. Faculty were a mixture of full-time and part-time and worked in the departments of English, Communications, Foreign Languages, and INRW. Three administrators were also interviewed which included the Vice Chancellor for Student Success of the River City College District, the Dean of Arts and Sciences, and a Department Chair. This qualitative instrumental case study research design incorporated semi-structured interviews of the participants to bring insight into the changes instigated by the INRW integration in developmental courses. Cultural Historical Activity Theory (CHAT) was applied as an orienting framework (Doran, 2015).

Doran (2015) collected data from the participants using a semi-structured interview format. Fourteen individuals who were teaching INRW courses in the Fall 2014 and/or Spring 2015 semester were emailed requests to partake in the study. Seven INRW faculty members agreed to participate. For triangulation purposes, two administrators were also interviewed and artifacts—such as syllabi and archival documents on the history of the college—were examined (Doran, 2015). All included interviews were tape recorded and transcribed by the researcher.

Data was coded into themes based on the Cultural Historical Activity Theory (CHAT). In this study, Doran (2015) found that a CHAT framework allowed for examination of multiple levels of understanding regarding top-down policy changes, faculty perceptions of the institutional changes, the historical

34

context of developmental education in the college, and the "tools" the faculty were provided to implement the changes. Doran (2015) noted that faculty are influential institutional mediators who may or may not choose to implement state-level policies. There is little research on the incorporation of faculty perspectives in state-level policy regarding developmental education in higher education (Doran, 2015; Vick, 2016). Acceleration programs and reforms like INRW are becoming more common and a focus should be placed on the perceptions and insights of the faculty who are implementing the initiatives.

Latina/o student populations are increasing and as Latina/os become a larger majority, it is vital that they be equitably represented in higher education. Many Latina/os begin their higher education aspirations in community colleges with intention to transfer to 4-year universities; however, a high percentage of students experience a "pushing out" of the transfer pathway (Clark, 1980). Thus, fewer Latina/os attain 4-year degrees. Salas (2014) conducted a qualitative study to examine the intersectionality of race, gender, and class as it pertains to Latina/o community college students being "pushed out" of transfer pathways to 4-year universities. The study was conducted at three California Community Colleges in Los Angeles County with majority Latina/o student populations. The participants included 14 community college students who self-identified that they intended to transfer to a 4-year university. Participants were between 18-41 years old. The participants had been identified as being on a transfer pathway, however they decided that they would no longer transfer.

Salas (2014) used a biographical analysis research design that utilized semi-structured, open-ended interview questions applying a Critical Race Theory Framework. Participants were selected through purposeful and snowball sampling. Data was collected using a demographic survey of 17 questions and 15 semi structured interview questions. Fourteen one-hour, in-person interviews were conducted. Through counter-storytelling, the study identified barriers that were used to push students out of the transfer pathway. The data was analyzed with an affective coding method using a CRT framework. Salas (2014) had three major findings with multiple sub-findings. First, Salas (2014) identified critical points as (a) probation jeopardizes financial aid, (b) figuring out caseload, (c) the transition from developmental to college coursework and (d) transfer information paralysis. Salas's (2014) second major finding had to do with participants responses to no longer being on the transfer path. Within this finding, Salas (2014) identified (a) emotional relief, (b) academic accomplishment, and (c) A.A./A.S. degree as a stepping stone. As a third overall finding, Salas (2014) noted the effects of race, class and gender on the transfer process. This encompassed (a) negative perceptions of race, (b) erratic and limited resources, and (c) fulfilling gender role expectations.

Latina/os are the largest ethnic group in the United States and continue to be underrepresented in higher education (Acevedo-Gil, Santos, Alonso, & Solórzano, 2015; PPIC, 2016). Lack of funding in low-socioeconomic areas contributes to the inadequate completion and transfer rates of Latina/o students.

Critical points, like unanticipated lengths of time to degree transfer, pose as barriers to students and contribute to students being pushed out of the transfer pathway to universities.

Understanding contextual barriers to student success is crucial; however, it is also key to acknowledge implicit biases, which can manifest in instructional practices also influence student success. Suárez-Orozco, Casanova, Martin, Katsiaficas, Cuellar, Smith, and Dias (2015) explored how in vivo microaggressions influenced classroom settings. Microaggressions (MAs) are defined as insults and slights, whether intended or unintended, that exist as spoken, behavioral, or environmental indignities directed at marginalized individuals (Suárez-Orozco, Casanova, Martin, Katsiaficas, Cuellar, Smith, & Dias, 2015). The purpose of this qualitative ethnography was to expand thinking and research regarding the ways MAs influence the educational settings of community colleges. The research was conducted at three community colleges in the New York metropolitan area. Each community college serves low socioeconomic, ethnic minority and immigrant student populations; sixty classrooms were included in the observations, 22 at Taino, 20 at Oakmont, and 18 at Domino (all pseudonyms) (Suárez-Orozco et al., 2015). The classroom samples included various disciplines (math, language arts, science, humanities) and several types of courses (14 vocational classes, 17 remedial classes, and 29 general education classes). The study employed an ethnography research design, with orienting frameworks of Critical Race Theory and intersectionality.

37

The data collection occurred as part of Phase 1 of Research on Immigrants in Community College (RICC) a three-phase mixed-methods study.

Classroom interactions were observed using the Classroom Interpersonal Microaggressions Protocol to record MAs in vivo (Suárez-Orozco et al., 2015). The training process for observers included 6 hours of dedicated time to learn the protocol and establish interrater agreement followed by an additional two days of guided practice. Data was analyzed by using a strategy of categorization and contextualization. Descriptive analysis was used to identify MAs within classroom interactions and field notes were used to contextualize the event, then the data was organized by campus and type of classroom (Suárez-Orozco et al., 2015). The researchers found that 17 of the 60 classrooms (23.3%) exhibited at least one MA during the observations. Additionally, 14 MAs happened more than once during the same class section. There was a total of 51 MAs recorded within the 17 identified classrooms. It is significant to mention that MAs were recorded more frequently at the two campuses that served largely racial/ethnic minority students. Most notably, MAs occurred in 41.2% of the remedial classrooms, 24.1% of the general education classrooms, and 21.4% in vocational classrooms (Suárez-Orozco et al., 2015). These findings have significant implications as institutions are increasingly looking to restructure developmental courses and add additional transfer-level courses (at least in California). A question that could be researched further might be: Will microaggressions increase in general education classrooms as the student demographics shift?

Four main types of MAs were identified: intersectional (n=5), gendered (n=4), cultural/racial (n=12), and intellectual (n=30). The MAs occurring most criticized the capability and intelligence of the students were the student populations were of greater racial/ethnic diversity. The researchers additionally found that MAs were more often initiated by the teacher illustrating the power dynamics of the classroom (Suárez-Orozco et al., 2015). As noted previously, MAs were documented on the campuses which served more diverse student populations, and MAs occurred the most in developmental classrooms (Suárez-Orozco et al., 2015). This data corroborates the hegemonic oppressive structures of higher education, highlighted in other studies (Acevedo-Gil et al., 2015; Preston, 2017), that mention deficit pedagogies and deficit perspectives of students in developmental education. Organizational theorists who ascribe to the environmentalist school of thought, particularly open systems theory, would contend that if an individual failed, it can be attributed to the failures in the system (Gonzales et al., 2018). Hence as institutions shift their instructional approaches to developmental education, reforms should prioritize issues of equity and emphasize teaching and learning (Jones & Assalone, 2016).

Developmental Education Students

In the context of developmental education, eighty-seven percent of students enrolled in developmental education are Latino or African American, and approximately seventy percent are low-income students (Public Policy Institute of California, 2016). Numerous scholars cite that underrepresented

student groups are overrepresented in developmental education as developmental students are more likely to be first generation, from a low socioeconomic status, have dependents, and attend part time (Cohen et al., 2014; Conrad & Gasman, 2015; Contreras & Contreras, 2015; Cox, 2009; Morest, 2013; PPIC, 2016). In California alone, during the 2016-17 school year, Latina/o/x students make up 44% (or 1,008,356) of enrollments in the California Community Colleges (The Campaign for College Opportunity, 2018). Contreras and Contreras (2015) highlighted the fact that Latina/o/x students are more likely to be enrolled part-time, which in turn lengthens the time it takes to acquire their educational goals. Crisp and Nora (2012) clarified that community college students often balance numerous familial responsibilities, such as providing childcare and managing a household, in addition to working long work hours. Furthermore, Crisp and Nora (2012) contended that family and personal responsibilities conflicted with academic responsibilities which contributed to students prioritizing familial responsibilities and withdrawing from college.

Profile of Community College Faculty

As this study is focused on examining how legislation is being implemented in a community college, this section profiles community college faculty as they play a significant role in carrying out these reforms (Doran, 2015; Vick, 2016). Faculty have enormous influence over campus culture and reform efforts (Jones, 2013). For the purposes of this literature review, I included literature on the public community college professoriate. Public community

colleges are identified in much of the literature as public two-year institutions. The amount of literature on community college faculty is slowly increasing; however, compared to the extensive literature on faculty at research institutions and four-year comprehensive universities, there is still much work to do (Doran, 2015).

To elaborate, Townsend and Twombly (2007) stress that community college faculty are "overlooked and undervalued" (p.1). These scholars explain that most of the literature generated on community college faculty originates from faculty at four-year institutions (Townsend & Twombly, 2007). While the faculty researchers at four-year universities are removed from the community college settings, many are advocates for redefining conventional ways of identifying who should be considered a knower and producer of knowledge (Baker, LaPointe Terosky, & Martinez, 2017; Delgado Bernal & Aleman, 2016; Frank, 2013; Rendón Linares & Muñoz, 2011; O'Meara, 2002). These academics, and others, challenge the hegemonic structures of traditional scholarship and create space for community college faculty to be included in the shifting discourse of scholarship (Boyer, 2016).

Nationally, public community college faculty constitute over one third (nearly 36%) of public postsecondary faculty (including public two-year and four-year institutions) (Snyder, de Brey, & Dillow, 2017, Table 314.30). Community college professoriate are comprised of both full and part time instructors; however, Baker, LaPoint Terosky, and Martinez (2017) establish that community

41

college faculty are mostly contingent employees. Baker and colleagues (2017) define contingent as non-tenure track faculty who are employed on a full-time or part time basis. Historically underrepresented groups, mainly women and people with diverse ethnic and racial backgrounds, have been over-represented in contingent positions (Finkelstein, Conley, & Schuster, 2016). Data from Fall 2015 confirms that 68% of faculty were employed part-time in public two-year institutions (Snyder, de Brey, & Dillow, 2018, Table 314.30). According to the Institute of Education Sciences, Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and those who identify as two or more races make up 20.7% (or 68,531) of all faculty at all public two-year colleges (Snyder, de Brey, & Dillow, 2018, Table 314.40). Thus, a majority (79.3%) of this educator population identify as White (Townsend & Twombly, 2007).

In the California Community Colleges, during the Fall 2017 term, contingent faculty made up 68% of the system's professoriate (California Community Colleges Chancellor's Office Data Mart, 2018). A recently released study, which mimicked Townsend and Twombly's (2007) findings, specified that 60% of the non-tenured faculty in the CCC system identify as White (Campaign for College Opportunity, 2018). Latinx (13%), Asian American, Native American, and Pacific Islander (11%), Unknown (9%), African American (5%), and those who identify as two or more races as well as American Indian and Alaska Native (2%) constituted the remaining 40% of non-tenured faculty in California Community Colleges (Campaign for College Opportunity, 2018). The same study

noted that 61% of the tenured faculty identify as White (Campaign for College Opportunity, 2018). It is important to acknowledge the demographic makeup of our educators as they are the ones providing direct instruction to over 2.2 million students (Campaign for College Opportunity, 2018). Similarly, in organizational change theory, Kezar (2014) points out that the characteristics of employees, including contingent faculty, will have substantial implications for change initiatives. One important aspect Osei-Kofi and Rendon (2005) point out is the fact that contingent faculty do not participate in the shared governance process. As contingent faculty tend to work on multiple campuses because of low wages and lack of benefits, students do not have consistent access to their professors (Gonzales et al., 2018). Contingent faculty are more likely to be assigned to teach developmental coursework (Center for Community College Student Engagement, 2014).

Considering organizational culture, the faculty who teach developmental coursework may experience marginalization at their institution (Center for Community College Student Engagement, 2014) and have limited training on instructing this diverse student population (Boylan, Bonham, & White, 1999; Rutschow & Schneider, 2011). Developmental education teaching assignments may be viewed by academic discipline instructors as a punishment and menial assignment (Perin, 2002). Rutschow and Schneider (2011) identified that community colleges most often assigned contingent faculty to teach developmental coursework. This is problematic because it is well documented

that part-time faculty and non-tenured track faculty tend to be less connected with the campus community (Center for Community College Student Engagement, 2014). Contingent faculty are often excluded from institutional service and departmental activities and lack access to basic professional resources such as office space and regular professional learning opportunities (Moorehead, Russell, & Pula, 2015). These types of limitations result in inadequate learning and teaching environments for students and faculty alike (Moorehead, Russell, & Pula, 2015). There has been research that demonstrates the negative implications correlated to extensive reliance on contingent faculty (Bettinger & Long, 2005; Gonzales et al., 2018; Umbach, 2007). Alternately, there are faculty, teaching developmental and accelerated coursework, who take immense pride in their work and instructional culture (see California Acceleration Project and *High Challenge, High Support Classrooms for Underprepared Students: Toward a Vision of Accelerated Curriculum & Pedagogy* by Katie Hern and Myra Snell). This positive culture is mostly documented in journals focused on topics pertaining to two-year colleges' interests and needs.

While large collaboratives such as the California Acceleration Project speak to the innovative ways community college faculty come together to "transform remediation to increase student completion and equity" (California Acceleration Project, 2019), other journals (such as *Two Year College Association*, *English in the Two Year College*, and *The College Mathematics Journal*) offer insight into pedagogy and practices. However, there is minimal

research prioritizing the community college faculty who teach in Hispanic Serving Institutions and how they instruct students from various cultures and backgrounds. Further studies are needed to create a better understanding of the effects of developmental reform efforts with an emphasis on equitable teaching practices and how faculty address the needs of diverse community college student populations.

Developmental Education Models

Developmental education has long been considered a barrier to degree completion and a necessary scaffold by others. Nationally, a common placement practice was to rely on computerized assessments, such as COMPASS (now retired by ACT) and ACCUPLACER (developed by the College Board) (Fain, 2015). While multiple measures for placement are recommended, in application, many community colleges defer to relying heavily on the data produced from a single computerized test score (Community College Research Center, 2013). This practice is problematic as several studies found the reliance on a single measure for placement to be inconsistent and unreliable causing under-placement and, to a lesser degree, over-placement of students into developmental coursework (Community College Research Center, 2013). More importantly, Belfield and Crosta (2012) warned that placement tests scores are not predictive of subsequent student performance. This premise can be seen in the current national shift away from reliance on only standardized assessments (i.e. SAT, ACT, ACCUPLACER, Compass) (Jaschik, 2018).

45

Traditionally, community colleges potentially have up to four levels of developmental coursework, in multiple subject areas (typically math, reading, and writing), which are considered pre-requisites to the college-level, credit bearing course (Community College Research Center, 2014). Long developmental education course sequences have been identified as one of the reasons why students do not persist to credit-level coursework (Public Policy Institute of California, 2016). Several states and various colleges—such as Tennessee, Washington, Colorado, Texas, Maryland, Virginia and now California—have taken the lead on developmental education reforms. The shifts in developmental education are slowly making their way across the country. Nevertheless, it is still significant to note that additional research is needed to demonstrate the effects of traditional developmental education placement and instructional practices, particularly as emerging studies have the potential to discover that negative consequences are exacerbated among ethnic-minority students (Xu, 2016).

For instance, Xu (2016) conducted a study using a regression discontinuity design to examine the causal effects of multiple levels of developmental coursework. Xu (2016) considered both short-term and long-term outcomes to validate her findings from an existing dataset from the Virginia Community College System. The findings from this study contribute to the national discourse on developmental reform approaches and the value of shortening coursework sequences and condensing courses (Xu, 2016). She cites the implications of long developmental sequences as causing economic,

46

psychological, and academic burdens, particularly on students who have

financial constraints and who may have limited access to resources, and

particularly younger students, female students, and Black students (Xu, 2016).

Xu (2016) recommends that colleges and systems conduct their own studies to

assess the benefits and detriments of their developmental program design

features as variable strategies influence student outcomes in various ways. While

Xu's (2016) study is a valuable contribution to the field especially because it

disaggregates the findings by ethnicity, gender, and socioeconomic status, the

use of qualitative methods, such as interviews or focus groups, could have

potentially corroborated and expounded on the quantitative data.

In a seminal report entitled *Unlocking the gate: What we know about*

improving developmental education, Rutschow and Schneider (2011) compiled

best-practice strategies that have been used to address developmental

education instruction. The researchers explained that only about 30 percent of

community college students would attain a degree within six years (Rutschow &

Schneider, 2011). Thus, the researchers emphasized in the executive summary

that placement assessments and faculty support are two institutional issues

which must be addressed if reforms are to be successful (Rutschow & Schneider,

2011).

Rutschow and Schneider (2011) identified four common models that

focused on various basic skills intervention strategies, which included avoidance,

acceleration, contextualization, and auxiliary support models. The avoidance

models rely on preemptive remedial support prior to enrollment in college-level courses such as Early Start summer programs, dual enrollment and bridge programs. Accelerated models condense content, or shorten the length of time, in the remedial courses (Long, 2014; Rutschow & Schneider, 2011). Contextualized models offer students contextualized remedial skills embedded in college-level or vocational coursework, and auxiliary support models provide enhanced supports such as individualized tutoring or supplemental instruction (Rutschow & Schneider, 2011). Supplemental instruction can include face-to-face tutoring, virtual tutoring, peer tutoring, and embedded tutoring among other academic supports (Rutschow & Schneider, 2011).

Some accelerated models, also identified as "emporium models," integrate the use of technology to create modules of course content (Boatman, 2014; Epper & Baker 2009; Long, 2014). With this technology-based approach, students will typically progress at their own pace through a sequence of online tutorials; however, the students will still access the material in a computer lab (Long, 2014). Additionally, accelerated models can provide co-requisite remedial support, as a form of mainstreaming the student, which can also be more cost-effective as it reduces the length of time enrolled in basic skills coursework (Long, 2014). Additionally, Jaggars, Hodara, Cho, and Xu (2015) assert that acceleration models are best suited to respond to the problem of external pulls, or students leaving college due to external factors such as familial responsibilities or employment. Just as placement policies vary by institution and state (Long &

Boatman, 2013), the same holds true for developmental education practices. Further longitudinal research is needed on the effectiveness of developmental education models (particularly the corequisite and acceleration models) nationally (K. Hern, personal communication, July 15, 2018).

Cuellar Mejia, Rodriguez, and Johnson (2016), in a Public Policy Institute of California Report, address concerns about equity and the dismal outcomes of developmental education. These issues have led to institutional and state funding legislative reforms. The PPIC (2016) report describes how many colleges have redesigned developmental sequences by eliminating potential exit points where students could potentially stop out and by aligning coursework with students' programs of study. The data used for this descriptive study came from the California Community College Chancellor's Office Management Information System (MIS). The longitudinal dataset included student demographics, course enrollment, and student outcomes for 311, 250 students over the course of 6 years, from Fall 2009 to Spring 2016 (PPIC, 2016). Some major findings included that four in five students (about 247, 500) took at least one developmental course (English or math) and that developmental education students are often Latino, African American, or low income (PPIC, 2016). Cuellar Mejia and associates (2016) also mentioned that a common approach, for developmental education, in California included the accelerated approach, where two-semester courses were condensed into a single term. They also found that 65% of California's community colleges offered at least one redesigned course sequence (in

developmental math), but that few students (8% of total enrollment) took advantage of the redesigned courses. Conversely, the California Acceleration Project (CAP) (2018), a faculty-led professional development network focused on transforming remedial education in California, is recommending to keep the transfer-level course unchanged and developing a linked co-requisite course taught by the same instructor. The hard-linked co-requisite course should extend and scaffold for the transfer-level course (i.e. providing just-in-time remediation, allowing for draft writing connected to composition coursework, attending to students' affective domain, and facilitating community-building activities) (California Acceleration Project, 2018).

While reform efforts are promising in California, a recently released brief based on a national sample found that 53% of public two-year colleges still a traditional prerequisite sequence for developmental reading and writing and 76% of public two-year colleges still used a traditional sequence for at least three developmental math offerings (Center for the Analysis of Postsecondary Readiness, 2018). However, the CAPR (2018) research brief did note that there is a significant shift to move beyond the traditional approach through the use of compressed courses, multiple math pathways, integrated reading and writing courses, self-paced courses, flipped courses, and corequisite courses.

Recent reforms, both locally and nationally, are encouraging, but more research that utilizes an organizational change lens is warranted to understand the large-scale change processes being used to implement these reforms

(Kezar, 2014). Moreover, empirical research is needed on how these reforms are being implemented at Hispanic Serving Institutions, and how they are contributing to student academic goal attainment and equity. Furthermore, while there are numerous studies on developmental education as whole, there is dismal mention of the reforms being implemented in English as a Second Language (ESL) coursework, which also falls under the developmental education umbrella (CCCCO, 2018; Henson & Hern, 2018).

In 2006, the state of California invested in reforming developmental education programs at the community colleges (Grubb & Gabriner, 2013). Because of the low transfer rates in California, the California Community College Chancellor's Office commissioned research and professional development with the aim of increasing success in developmental courses called the Basic Skills Initiative (Grubb & Gabriner, 2013). The University of California at Berkeley and the Research and Planning Group for California Community Colleges (RP Group) researchers conducted research to understand the impact of reform efforts throughout California's developmental education programs. Grubb and Gabriner (2013) conducted a study that occurred in 20 community colleges throughout California from 2009 to 2011 focusing on developmental education classrooms and instruction (math, reading, writing, and ESL). The research was comprised of multiple qualitative case studies (Grubb & Gabriner, 2013). Students were interviewed informally throughout and additional data was collected from

administrators and instructors using both interviews and classroom observations (Grubb & Gabriner, 2013).

The first two colleges were selected because they were well-known to the researchers. Six additional colleges were selected based on data from Bahr's (2010) research, identifying three colleges with high-quality and three with low-quality developmental programs. An additional six rural colleges were selected, of which only five chose to participate in the study, Chaffey College was added as the fourteenth college due to its well-known innovations, and seven additional colleges were visited in the final phase of the research (Grubb & Gabriner, 2013). Interviews were conducted with department chairs of math, reading, writing, and ESL, deans of instruction and student services, basic skills coordinators or the chair of the basic skills committee, institutional researchers, the heads of EOPS, and any other administrators deemed as important to basics skills (Grubb & Gabriner, 2013). Classroom observations were conducted in 169 classrooms (Grubb & Gabriner, 2013).

Three major findings emerged from Grubb and Gabriner's (2013) research. The findings included minimal success in basic skills, though there were positive reforms in the sample. Secondly, they found that transformation of student outcomes would only occur with change at all levels of the college (Grubb & Gabriner, 2013). And finally, the researchers found that student achievement is impacted by four key improvements, which include program structure, leadership reform, utilization of student services, and classroom

pedagogy (Grubb & Gabriner, 2013). Similar to Contreras and Contreras' (2015) call for system reform, Grubb and Gabriner (2013) also argued that the entire system of the K-16 pipeline be restructured. Furthermore, the twenty-one recommendations made in the conclusion can be adapted for use throughout the pipeline and would ultimately reduce the need for remediation overall (Grubb & Gabriner, 2013).

The Grubb and Gabriner (2013) seminal study reinforced findings from other collaborations, such as the research conducted by Grubb and Cox (2005). For instance, Grubb and Cox (2005) emphasize the need for collaborative reform of developmental education. The researchers identify at least four elements, including the instructor, students, curriculum or content, and the institutional setting, that contribute to the success or failure of learning in a classroom environment (Grubb & Cox, 2005). They assert that when equilibrium is achieved among the four elements, classrooms are more inclined to be more effective (Grubb & Cox, 2005). While there is a substantial amount of research on the institutional settings of community colleges and (to a lesser extent) the attitudes of instructors, there is little empirical analyses of our understanding of how students in developmental education think about their education (Grubb & Cox, 2005).

Grubb and Cox (2005) cite the importance of developing collective approaches to developmental instruction. After better understanding organizational structures within higher education institutions, it would be

significant to propose that students who had successfully completed

developmental courses be encouraged to apply to student committees that would

inform future practices and policies. Grubb and Cox (2005) also state the

significance of diagnosing faculty attitudes regarding developmental education,

predominantly adjunct instructors who are often enlisted to teach most

developmental courses (Jaggars, Hodara, Cho, and Xu, 2015). Historically,

pedagogy in basic skills classrooms was often subjected to remedial instruction

(or drill-and-kill pedagogies) in part because instructors and institutions too often

carry deficit-based assumptions about students' capacities (Grubb & Cox, 2005;

Grubb & Gabriner, 2013). However, a more thorough review of recent literature

calls for two-year college instructors to be Teacher-Scholar-Activists; ultimately,

they are agents for change, who advocate for equity (Griffiths, 2017). Additional

collaboration and professional development amongst community college faculty

are needed to improve practice (i.e. Faculty Success Centers) (Grubb &

Gabriner, 2013) and reinforce asset-based instruction (Morrison, 2017) in

developmental education reform efforts and all areas of higher education.

Technology in Developmental Education

California's public systems of higher education have been searching for

ways to improve efficiency as well as raising student success and completion

rates (PPIC, 2016). Thus, there has been a growing discourse surrounding the

implications for various uses of technology innovations particularly with the intent

of increasing student outcomes. For instance, the California Community Colleges

and Governor Jerry Brown collaborated on developing a completely on

community college to reach the 11.2 million Californians who hold only a high

school diploma or have some college credit, but no conferred degree (State of

California, 2018). With the $120 million-dollar initial investment into the college,

as well as $20 million annual funding, it is evident that the legislature is

committed to investing in technology solutions for higher education (State of

California, 2018). This technology funding does not translate directly to an

investment in developmental education technology; however, it does

demonstrate a significant shift in establishing innovations in technology as a state

priority in relation to higher education attainment. Additionally, with specific

regard to technology, this section does not intend to examine the full scope of

recent technologies and their benefits or limitations, but rather seeks to critically

examine existing studies, their research methods, and significant findings.

Natow, Reddy, and Grant (CAPR, 2017) argue that the goal of

incorporating technology into instruction should be grounded in facilitating

academic success for students in developmental courses. While conversations

have increased, there remains a dearth in the literature examining how

technology is used in developmental education (CAPR, 2017). Moreover,

additional qualitative research is essential to understanding how Latina/o/x

students engage with technology (if it is used at all) in developmental courses

(Shehadeh, 2013). Likewise, further studies are critical to understanding how

higher education can best serve Latina/o/x students, and other historically

marginalized students in developmental education (Acevedo-Gil, 2018; Doran, 2015).

Many studies attempt to shed light through descriptive survey findings, which may include exploring student perceptions of technology (EDUCAUSE Center for Analysis and Research, 2017), or interviews with institutional representatives (faculty or administration) that had some level of influence over developmental education (CAPR, 2017). Still other "research" is presented as viable through webinars, sponsored by technology corporations, which are often intended to market a product (Campus Technology, 2018). Often, the webinars cite sources with limited population samples or low generalizability to support the broad claims the findings suggest (Campus Technology, 2018; McGraw-Hill Education, 2017) or data unrepresentative of historically marginalized groups (ECAR, 2017). These studies often do not focus primarily on two-year institutions, nor do they prioritize students of color. However, the limitations of the existing literature provide ample opportunities for exploration and continued research with deliberate focus on historically underrepresented groups at both two and four-year institutions.

For instance, in a recent study conducted by EDUCAUSE Center for Analysis and Research (ECAR) (2017), a majority of the respondents identified as White (58%) with 19% identifying as Hispanic or Latino, 5% as African American, 8% as Asian/Pacific Islander, and 11% as Other or multiple races/ethnicities. Additionally, most respondents (82%) indicated that they were

of a "traditional" college-going age (from 18-24 years old), most attended full-time

(86%), with just over one-fourth identified as being first generation (27%) and

only 37% of students identified as being eligible for Pell-grants (ECAR, 2017).

Moreover, in the summary of institutional participation section of the study's

methodology, the authors identified that 53% of the respondents attended

Master's or doctoral granting public institutions, while only 5% were Associate's

granting institutions (ECAR, 2017). Though the ECAR (2017) study provides

insight into technology usage and preferences for undergraduate students, it

provides little insight into the majority Latina/o/x student population (The

Education Trust-West, 2017). One significant finding suggested that few faculty

incorporate technology for engagement, critical thinking or creative learning tasks

(ECAR, 2017). This gap can be reframed as an opportunity to use technology as

a means to engage students in critical inquiry (Pacansky-Brock, 2017). Additional

findings indicate that surveyed students prefer a blended learning environment,

or a combination of face-to-face instruction and "some to mostly online

components" (ECAR, 2017, p.5). Again, these findings, though not representative

of this study's target research population, warrant additional inquiry if we are to

achieve the goal of leveraging technology as a tool to facilitate students'

academic success (CAPR, 2017).

In California especially, but in other locations as well, additional research

is necessary to understand how Latina/o/x students are engaging with

technology as this is the majority population group (Aly, 2016; Campaign for

College Opportunity, 2018). When it comes to enrollment in developmental education, specifically in California's systems of higher education, Latina/o/x and other students of color are significantly overrepresented (Campaign for College Opportunity, 2018; The Education Trust-West, 2017).

Nationally, the annual costs for developmental education is estimated to be upwards of $3.5 billion (Bettinger, Boatman, & Long, 2013). Seeing that there is such a large investment in developmental education, it would seem there would be more comprehensive efforts to investigate the engagement of students enrolled in developmental education, or at least with respect to the implications of using technology to increase student engagement. While there has been regular use of survey findings to investigate student engagement, as can be seen with the nationally-administered Community College Survey of Student Engagement (CCSSE), there is little recent focus on technology as it relates to students within community colleges. For example, the last time the CCSSE included special focus items related to technology use was in 2009 (Center for Community College Student Engagement, 2018).

As some developmental education reforms have called for the incorporation of technology, the field needs to understand how higher education institutions make decisions about instructional and student support technologies (The Center for the Analysis of Postsecondary Readiness, 2017). One of the few studies on this subject is articulated in a recent working paper, published by The Center for the Analysis of Postsecondary Readiness (CAPR). The CAPR (2017)

paper explored how and why higher education institutions chose to use technology in developmental education programming. The preliminary paper is part of a larger comprehensive study with a full report to be made available in 2019.

The CAPR (2017) study included 83 organizations located across 36 states and one US territory. About one quarter of responses were intentionally sampled from five states—Florida, New York, Tennessee, and Texas, and California (CAPR, 2017). The qualitative descriptive study included interviewing 127 key institutional personnel—faculty or administrators who were responsible for developmental education at their respective institutions—at public two-year and four-year institutions (CAPR, 2017). Most of the telephone interviews were recorded with consent; while six of the 127 interviews were not recorded, interviewers' notes were used in leu of recordings (CAPR, 2017). Researchers of the CAPR (2017) study transcribed the audio recordings and uploaded the transcripts into a data analysis platform called Dedoose. Each transcription was coded using a standard coding scheme. The coding scheme was developed by the CAPR research team based on the study's research questions, relevant literature and emergent themes and patterns that arose from a review of the initial interviews.

Findings from the CAPR (2017) study indicated that technology is being incorporated into developmental classes in the following categorized ways: instructional, course management, and student support technologies.

Additionally, the findings specified that challenges were experienced at various institutions. Identified challenges included end-user difficulty, insufficient resources, product-specific limitations, unavailability of technology. Decisions were made regarding technology based on economic considerations, the perceived effectiveness of the technology, system-level or state-level influence, product or vendor characteristics, personalized education, and the ubiquitous, or pervasive, nature of technology. Researchers presented that challenges are a common and significant factor to consider when integrating technology into developmental education. They argued that integration should be done deliberately and thoughtfully to set students up for academic success. Institutions intending to invest in technology integration or reform should do so by anticipating challenges and taking appropriate steps to prepare for challenges that will be faced (CAPR, 2017).

Though this CAPR (2017) research is relevant and timely, it does have two major limitations. First, the methodology descriptive survey relies on reported use of technology in the classrooms as opposed to observations or focus groups methods. While, survey descriptive designs allow the researchers to gather a representative sample of information and describe data trends (Clark & Creswell, 2010), to learn what is actually occurring in developmental classrooms, observations would be more appropriate (Clark & Creswell, 2010; (2) nor does it allow for students, or other policy-relevant stakeholders such as administrative staff or technology instructional designers, to be heard in the findings (Yanow,

2000). Long (2014) recommends providing better college developmental coursework by using technology, support services, and innovative pedagogies. CAPR (2018) also initiated a supplemental study intended to explore the used of learning technologies in developmental math.

<div align="center">Shifts for Developmental Education</div>

Given the aforementioned research regarding the strengths and shortfalls of developmental education, various states have enacted legislation changes as attempts to improve student outcomes. As the largest community college system, California has initiated various state-level changes.

The Multiple Measures Assessment Project (MMAP) was part of the Common Assessment Initiative (CAI) in the California Community Colleges (CCC). The MMAP was an effort to standardize assessment practices across all of the CCC campuses which began with the CCCAssess project and has since shifted (Oakley, 2017). The transformational shift in direction for the Common Assessment Initiative (CAI) occurred with signing of Assembly Bill 705 (2017) on October 13, 2017. In response, on October 24, 2017, Chancellor Eloy Oakley released a field memo regarding the Common Assessment Initiative reset. The memo described the shift in policy initiative from the CCCAssess project, an element of the CAI project that aimed to create a set of standardized assessment instruments across the California Community College system, to the Multiple Measures Assessment Project (Oakley, 2017).

As recent studies have demonstrated that standardized assessments alone are not always effective for student placement (Henson & Hern, 2014; Hodara, Jaggars, Karp, 2012; Hughes & Scott-Clayton, 2011; Rodríguez, 2014; Scott-Clayton, Crosta, & Belfield, 2014), the CCC administration decided to abort the CCCAssess project, and instead promote the use of multiple measures for student placement (Oakley, 2017). MMAP was piloted at 90 colleges throughout CCC system (RP Group, 2017). However, with the passage of the AB 705 legislation, all 115 of the California Community Colleges needed to comply with the provisions of the bill by Fall 2019 (California Community Colleges, 2018). MMAP was a precursor to California Assembly Bill 705. Passed in October 2017, California Assembly Bill 705 required that "a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average" (California Community Colleges, 2018). Assembly Bill 705 (2017) took effect on January 1st, 2018.

One of the main reasons cited for the shift to embrace the use of multiple measures for placement were equity concerns (A. B. 705, 2017). High-stakes placement assessments have detrimental implications because students of color are more often placed in developmental courses (Acevedo-Gil, N., Santos, R. E., & Solórzano, D., 2014). Recent studies have indicated that students who were

placed into remedial classes—primarily by standardized assessments rather than multiple measures—are much less likely to reach their educational goals (California Community Colleges Chancellor's Office, 2017). Additionally, evidence suggests that community colleges are placing too many students into remediation and that many more students would complete transfer requirements in math and English if allowed to bypass traditional English and math remedial course sequences and either (1) enroll in compressed courses, or (2) partake in integrated developmental courses, or (3) engage in corequisite remedial courses, or (4) simply place directly into college-level classes among other options (Acevedo-Gil, N., Santos, R. E., & Solórzano, D., 2014; California Community Colleges Chancellor's Office, 2017; Center for the Analysis of Postsecondary Readiness, 2018). Hence, the goal of AB 705 is to not cause additional delay for students to attain their educational goals by placing them into remedial courses (A. B. 705, 2017; California Community Colleges Chancellor's Office, 2017). The only provision for placement into developmental coursework would be if there is evidence to suggest that the student would be 'highly unlikely' to be successful in a college-level course (A. B. 705, 2017; California Community Colleges Chancellor's Office, 2017). As the term 'highly unlikely' had not been defined in the statute or the memo, so colleges were left to their own devices to interpret meaning. More recently in on the CCCCO website, the Chancellor's Office determined that after

an analysis of the stated intent of the legislation and of the approach used

to determine the default placement rules suggests that compliance would

be achieved if the student's chances of success are higher when he or

she is placed into pre-transfer coursework or transfer-level work with

support as compared to his or her chances of success with direct

placement into a transfer-level course. (CCCC, 2019)

Essentially, this means colleges are to use the default placement rules as a

guide for considering if a student is 'highly unlikely' to succeed. While guidance

had been released, and continues to be released, in the form of memorandums,

there is still much confusion around the language in terms of placement and

supports (California Community Colleges Chancellor's Office, 2018).

As described previously, the bill required all of the California Community

Colleges to "maximize the probability" that entering students complete college-

level courses in both English and Mathematics (A. B. 705, 2017, para. 2). The

goal is for students to complete transfer-level coursework within a one-year

timeframe. For students who enroll in English as a Second Language (ESL)

coursework, the expected completion of transfer requirements is a within a three-

year timeframe (A. B. 705, 2017).

In an email correspondence, authored by the Executive Vice Chancellor

Laura Hope and the President of the Academic Senate Julie Bruno, the CCC

leadership emphasized the implications of AB 705 and encouraged the recipients

to see this as an "opportunity to close achievement gaps and explore new

strategies to move students more swiftly toward their goals as part of a guided

pathways framework" (Hope & Bruno, 2017). To elaborate, the Multiple

Measures Assessment Project is also a component of a recently adopted Guided

Pathways strategy outlined in the California Community College's *Vision for*

Success (Bailey, Jaggars, & Jenkins, 2015; Foundation for California Community

Colleges, 2017). The Guided Pathways framework is mentioned in the *Vision for*

Success report as a way to align existing initiatives such as Basic Skills, Student

Support and Success, and Equity programming (Bruno, 2017; Foundation for

California Community Colleges, 2017). Like AB 705, though not mandated

through policy legislation, the guided pathways framework will be adopted

systemwide (Bruno, 2017). On a national scale, the Guided Pathways strategy

seeks to maximize *access* and *success* through a "fundamental redesign" of

community colleges organization and culture from "*access* alone to a focus on

access with success" (Bailey, Jaggars, & Jenkins, 2015, p. 3). The four pillars of

Guided Pathways states (1) clarify a clear curricular path, (2) help students

choose and enter their path, (3) help students stay on the selected path, and (4)

ensure that learning is intentional (Bailey, Jaggars, & Jenkins, 2015). Though

there is no direct connection to the Guided Pathways restructuring in the bill

itself, in the email correspondence from Hope and Bruno (2017), the authors

reference the benefits of AB 705 as "a part of the guided pathways framework."

The correspondence also disclosed the anticipated timeline for

implementation with a Fall 2019, and Fall 2020 for ESL, deadline for full

compliance with the bill (Hope & Bruno, 2017). It is important to note the email's

recipients which included the Chief Executive Officers, the Chief Instructional

Officers, the Chief Student Services Officers, and the Academic Senate

Presidents of the California Community Colleges (Hope & Bruno, 2017);

however, the correspondence did not include stakeholders such as faculty, or

other policy relevant actors, who would be instrumental in implementing AB 705

at the classroom level. In organizational theory, change agents emerge at all

levels of the organization (Kezar, 2014). Furthermore, the correspondence

notified the recipients that the Board of Governors, not the Chancellor's Office,

retains the responsibility to identify and publish a list of approved assessment

instruments. Once published, California Community Colleges will be required to

use only use instruments indicated by the vetted list (Hope & Bruno, 2017). The

notion of shared governance relies on the premise that authority is bifurcated, or

split, between bureaucratic and academic sectors of responsibility (Hendrickson,

Lane, Harris, & Dorman, 2013); however, while the notion of shared governance

is common in academia, this act of delegating an approved list of assessment

instruments to the Board of Governors lends itself closer to a corporate

governance model where decision-making is entrusted to administration to "get

the job done" (Hendrickson et al., 2013, p. 274).

Another legislative bill related to AB 705 is California Assembly Bill 1805.

Passed in July 2018, AB 1805 required colleges to (a) notify students of their

rights to access transfer-level coursework and of the multiple measures

placement policies aligned with AB 705; (b) communicate information about student rights in clear language and highlighted in the college catalog, orientation materials, information associated with student assessment on the college's website, or any other written communication in reference to the student's placement options; and (c) annually report placement policies and placement result (A. B. 1805, 2018).

These shifts in developmental education (MMAP, AB 705, AB 1805, and Guided Pathways), though still requiring clarification, are mechanisms to reconsider the way community colleges have traditionally pushed out, and left out, students of color (Acevedo-Gil, 2018; Clark, 1960; Clark, 1980; Salas, 2014). If institutions reconsider their approach to the organization of institutional structures and culture as well as how scholarship and implementation of policies are implemented, they will be "more responsive to society's shifting needs" (Boyer, 2016, p. 116). Moreover, the restructuring of developmental education pathways could prove to be a pivotal opportunity to create more equitable outcomes for students of color.

Summary of Literature Review

This chapter examined current relevant literature with a theoretical framework of organizational change theory (Kezar, 2014) and from Gonzales, Kanhai, and Hall's (2018) work that re-imagines organizational theories from a critical paradigm. From this perspective, I explored various aspects from the field related to my research pertaining to legislative policy implementation at a

Hispanic Serving Community College. To begin the chapter, I provided a historical context of the organizational structure of California's systems of Higher Education as determined by the Master Plan of 1960. The chapter also provided clarification of key vocabulary to orient the reader to the defining aspects of developmental education. Chapter Two explored Hispanic Serving Institutions, the students enrolled in developmental education and the professoriate who teach developmental coursework. I reviewed literature that examined the role of faculty in developmental education because I am specifically interested in the role of pedagogy. Additionally, I surveyed research that could provide insight into potential implications for technology in the change process. The chapter culminated with a review of the recent projects and initiatives occurring in the California Community Colleges related to Assembly Bill 705.

After examining literature in the field, I found that many studies included data from existing datasets such as Acevedo-Gil and colleagues (2015) and Xu (2016). This was a similarity among quantitative and qualitative methodologies alike. Another pattern that emerged was the regular application of Critical Race Theory as a conceptual or theoretical framework (i.e. Acevedo-Gil et al., 2015; Doran, 2015; Jones, 2012; Salas, 2014; Suárez-Orozco et al., 2015). As I addressed previously, while CRT was initially considered as a framework for my study, I believe organizational change theory from a critical paradigm offered a more compelling lens to explore my research questions. It is important to note the recommendations that emerged from several studies; particularly, Cuellar

Mejia, Rodriguez, and Johnson (2016), Grubb & Cox (2005), Grubb & Gabriner (2013), and Contreras and Contreras (2015), as they call for developmental education system reforms. These scholars and others cite the imperative need for additional research from an equity-based perspective. Osei-Kofi and Rendon (2005) assert, "True change must entail moving beyond simply the ethnic diversification of the actors within the system; it requires a systematic restructuring of power relations and the redistribution of university resources" (p. 257). Researching Minority Serving Institutions, and examining the current system reform efforts, provides valuable insight of how to cultivate educational opportunity for students of color, and *all* students (Conrad & Gasman, 2015).

Much of the literature in the field employs case study as a methodology to understand the phenomenon (Stake, 1995). Therefore, the most common research design tended to be case study—intrinsic (i.e. Jones, 2012), instrumental (i.e. Doran, 2015), collective case or multiple case study (i.e. Grubb & Gabriner, 2013). There were a wide range of descriptive studies such as the PPIC report (2016) and the CAPR study (2017) as well as studies that utilized descriptive analysis (Suárez-Orozco et al., 2015) in their methods. One of the benefits of using descriptive methodologies and methods is that the researchers can gather a representative sample of information and describe data trends (Clark & Creswell, 2010). However, many of these studies also cited potential limitations like not being able to explain the data trends further because qualitative aspects of inquiry (interviews, focus groups, documents, observations,

etc.) were not investigated, or not included as part of the study's design. Thus, several of the qualitative methods used to collect data that emerged in my review of the literature will be included in my study to build the discourse around the *how* and *why* of the implementation process in a Hispanic Serving community college (Bess & Dee, 2008). This chapter offered a summary of major findings and methodologies used and described recent developments pertaining to developmental education. The next chapter details the research design and methods that were employed for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

After reviewing the literature in the field related to developmental education and recognizing the numerous calls for reforms (Contreras & Contreras, 2018; Crisp & Nora, 2010; Grubb & Cox, 2005; PPIC, 2016; Rutchow & Schneider, 2011; Salas, 2014), it is critical to note the potential California Assembly Bill 705 has to address issues of equity. Thus, the purpose of this study is to explore organizational changes of how California Assembly Bill 705 was implemented in a Hispanic Serving Community College. I did this by employing a critical organizational theory lens (Gonzales et al., 2018). This study was guided by the following research questions, which evolved and were refined throughout the research process (Stake, 1995):

1. What organizational changes have occurred and continue to develop at a Hispanic Serving California Community College in response to recent developmental education legislation (AB 705)?

2. What are the supports and barriers for faculty, staff, and administration as they implement changes?

3. What are the perceived implications for equitable outcomes of students based on organizational changes?

Research Design

For this project, I utilized a case study research design. As described by Creswell (2013), a case is constrained, or bound, within a system. Similarly, Stake (1995) defined the case as an "integrated system" (p. 2). Stake (1995) identified three potential types of cases: the intrinsic case, the instrumental case, and the collective case. Stake (1995) clarified that if a researcher is interested in a particular case, rather than being interested in a general issue, then one is intrinsically motivated to research the case, and it would thus be considered an *intrinsic case study.* Alternately, if a researcher is concerned more with an issue and using the case, or system, to understand the issue or problem, then it would be considered an *instrumental case study* (Stake, 1995). Lastly, Stake (1995) elaborates that when a researcher identifies the need to study multiple cases, rather than only one, a *collective case study* is beneficial as a researcher would then coordinate the findings between individual cases.

As this case study sought to understand the implementation process of AB 705, it is an instrumental case study, which prioritizes the *issue,* or policy implementation, rather than the case (Stake, 1995). As the researcher, I had little control over the context of the case or the phenomenon under study (Yin, 2009). A case study design is ideal for studying a process (Merriam, 1998). Thus, an instrumental case study is an appropriate methodology (Creswell, 2013; Stake, 1995). While a collective case-study was considered, due to time, access, and monetary constraints, I determined that an instrumental case study at one

campus would satisfy my research questions. However, future research could

utilize collective case study or cross-case analysis (Stake, 1995; Yin, 2009) to

examine similarities and differences among various findings as the California's

community colleges progress toward compliance (Creswell, 2013).

Though a quantitative research design was initially considered, research in

the field pertaining to developmental education reforms is often quantitatively

reported (Contreras & Contreras, 2015; California Department of Education,

2013; Rutschow & Mayer, 2018) or is compiled based on existing studies

(Rutschow & Schneider, 2011). Thus, to present a more complete understanding

of developmental education reform at the site level, a qualitative instrumental

case study offered a more suitable design (Acevedo-Gil, Santos, Alonso, &

Solórzano, 2015; Crocker, 2014).

Research Setting

The setting for this study is Nepantla College[1], a pseudonym, in California.

The research site was both a Hispanic Serving Institution and community college.

The setting was determined by way of gatekeepers, available access, and

approval by Institutional Review Boards (Creswell, 2013). While determination of

the research site was based on accessibility, three colleges were considered

---

[1] The research site is named Nepantla College. Nepantla is a Nahuatl word that represents the in-between (Anzaldúa, 2002). I use the term to highlight the college as a site of "liminal space where transformation can occur…nepantla indicates space/times of great confusion, anxiety, and loss of control…. But nepantla is also a time of self-reflection, choice, and potential growth" (Keating, 2006, p. 8-9).

through the selection process. Consideration was given the level of diversity of the campus community and stage of compliance with AB 705—meaning that some progress or plans were in place to meet AB 705 requirements. Ultimately, priority was given to the "best" place to understand the issue within the setting (Stake, 1995, p. 56). A Hispanic Serving Community college was appropriate because it was representative of the system, as a majority of California's community colleges are HSIs (Contreras & Contreras, 2018). Moreover, further research is necessary within HSIs, and Minority Serving Institutions (MSIs), to have a better understanding of how transformational changes occur within these institutions (Núñez, Hurtado, & Calderon Galdeano, 2015) and how equity is prioritized in implementation efforts (Rodriguez, Cuellar Mejia, & Johnson, 2018).

Plano Clark and Creswell (2010) posit that intentional site selection benefits the researcher in understanding the central phenomenon (the implementation of AB 705). Thus, the site was intentionally selected based on the following criteria (Plano Clark & Creswell, 2010):

1. The site needed to be a Hispanic Serving community college as over 76% of CCC are HSIs (Contreras & Contreras, 2018).

2. The site needed to be in the process of implementing changes to developmental education sequences and/or restructuring the placement process to implement AB 705.

This was the most critical of the two criteria as the purpose of the study was to offer an intensive examination of how a community college responded to the

requirements of AB 705. Therefore, it was preferable to the case, and "best" suited, that the college had already taken steps in the change process (Stake, 1995, p. 56).

Participant Selection and Recruitment

Patton (2002) acknowledges 16 purposeful sampling strategies. Each strategy is useful for learning various aspects of the research topic as each lends the researcher to pursue a certain kind of site and/or participant (Glesne, 2011). While various strategies were considered, I identified purposeful criterion sampling strategies to be best suited for the instrumental case study (Stake, 1995).

Creswell (2013) advocates for the use of purposeful sampling within qualitative studies as the researcher can be deliberate in their selection of participants and sites, determining involvement based on experiences of the phenomenon. Criterion sampling is appropriate to elicit participation from individuals that have experienced a certain phenomenon (Creswell, 2013).

Therefore, potential participants were purposefully selected based on their involvement in the implementation of AB 705. The participant sample included administrators (at various levels of influence) as these individuals direct reform efforts throughout their college as mandated through direction from the President and the Board of Trustees (Hendrickson, Lane, Harris, & Dorman, 2013). The participant sample for this study also included faculty. Preference was given to interviewing faculty who were part of the AB 705 compliance workgroup or

75

teaching a course connected to the requirements of AB 705 (such as a developmental English, Mathematics or ESL course). While part-time faculty were included in requests to participant, unfortunately, no contingent faculty members responded. This lack of participation may be related to labor injustice as described by Gonzales and colleagues (2018) and demonstrated a lack of equitable inclusion, which may have also extended to other AB 705 activities. In 2018, Nepantla College's adjunct faculty accounted for over 70% of all faculty and nearly 70% of the adjunct faculty identified as white (Nepantla College, n.d.). This percentage was slightly higher than the CCC system patterns (Campaign for College Opportunity, 2018). I deliberately attempted to include part-time faculty because they are often left out of various opportunities (Center for Community College Student Engagement, 2014) and are underrepresented in research (Townsend & Twombly, 2007).

Staff members of college were also invited to participate (including individuals from counseling, technology services and tutoring centers). Again, email invites were sent to participants based on their key role in facilitating student understanding of the changes being implemented, which is especially important for students of color (Wood & Harris, 2017).

In addition to criterion sampling, participants were recruited using opportunistic sampling, to take advantage of emerging opportunities that assisted in answering the research questions, as well as snowball sampling to identify potential individuals based on recommendations (Plano Clark & Creswell, 2010).

Participants were recruited through emails (see Appendix D) sent to potential participant. Initial emails were sent out to participants. If the participant responded, then I made arrangements to conduct the interview at a time and location preferable to the participant. If no response was received, then I sent up to two additional tailored emails to the potential participants explaining why their perspective would be beneficial to my study. If no response was received after the third attempt, then they were no longer pursued.

Upon being recruited, participants were provided the informed consent (see Appendix B). I advised them that there were no incentives for participating in the study to ensure there was no perception of coercion. However, after completion of the data collection I presented a small gift, a professional development book[2] worth no more than $20, as a token of gratitude for their time. I purchased the gifts out of my own funds. Offering a gift at the end of the data collection process was an appropriate expression of appreciation, while not explicitly stating that they were going to receive a gift beforehand ensured that the participants did not feel coerced into participating.

In total 19 potential participants were invited via email to participate in the study, only 11 participants were formally interviewed. One participant cancelled, and one declined to meet for an interview, but sent information related to the site's AB 705 response via email. Participant positions ranged from faculty to

---

[2] Book incentives included *Teaching Men of Color in Community College: A Guidebook* by Frank Harris III, Luke Wood, and Khalid Akil White or *Supporting Men of Color in the Community College* by Luke Wood and Frank Harris III.

administration to supplemental support staff, with four administrators, six faculty

members, and one supplemental support staff member.

To protect the confidentiality of my participants, I used only gender-neutral,

ethnically diverse names as pseudonyms throughout this dissertation to report

findings. Moreover, I avoided identifiable descriptors regarding academic titles

and profiles within the institution by using only the generic terms (faculty,

supplemental support staff, and administrator). These steps were taken to protect

participant confidentiality and comply with specifications of California State

University, San Bernardino's Institutional Review Board (see Appendix D for IRB

approval email).

Data Collection

I collected multiple sources of data, including interviews, a review of

organizational documents, observations, and physical artifacts to capture the

complexity of the issue (Stake, 1995). Collecting multiple types of data allows for

triangulation, which also increases trustworthiness in qualitative research

(Glesne, 2011).

<u>Interviews</u>

Much of the data was collected using semi-structured interviews (Merriam

& Tisdell, 2016). Stake (1995) notes that "the interview is the main road to

multiple realities" (p. 64). Similarly, interviews that are semi-structured allow for

the "individual respondents to define the world in unique ways" (Merriam &

Tisdell, 2016, p.110). Interviews can provide insight into the impact of how

particular initiatives work at MSIs and for students of color (Jones & Assalone, 2016). As I was interested in gathering the ways in which the change agents have differentiated their instruction/leadership/processes to meet the requirements of AB 705, semi-structured interviews allowed me to be flexible in both the order of the research questions as well as the wording of the questions (Merriam & Tisdell, 2016). Additionally, I used probes to allow participants to explain their ideas further (Creswell, 2014). To the best of my ability, I acquainted myself with my participants to build rapport with them through brief interactions prior to the interview (Stake, 1995).

Interviews ranged from 35 minutes to 60 minutes and were completed in a single session. However, I did include the potential for a follow up interview in my informed consent in case clarification was needed. I used the interview protocol (see Appendix C) to gather the methods and rationale for the ways participants may have differentiated their work (Bess & Dee, 2008; Merriam & Tisdell, 2006). The interview protocol was used for all participants and consisted of 18 questions.

Participants were interviewed through different means as convenient for them and were given the option of interviewing in person or via Zoom, a video and web conferencing service. Nine participants preferred to interview face to face. In-person interviews were recorded with two digital recording devices, one as primary and the second as backup (Martinez, personal communication, 2018). Participants requested to interview in their office or in a nearby empty office. Two

participants were not be able to meet face-to-face and elected to conduct virtual interviews. The virtual interviews were recorded via Zoom, with a secondary recording device as backup. The participants who chose this method were sent a link to the web conference for the agreed upon time and date.

Ultimately, the length of the interview was determined by each interviewee, to not limit the amount of discourse provided by the participant. If more time was needed, then more time allotted for participant responses to ensure the researcher's ability to convey thick description in the results (Tracy, 2010). No follow up interviews were needed; but if clarification or follow up would have been needed, then a second interview would have been requested, taking approximately 10 to 30 minutes. Handwritten notes were taken during the interviews and I prepared a record of interpretive commentary, in a field notebook, immediately after each interview to increase validity (Stake, 1995).

The audio recordings were transcribed and submitted to a third-party transcription service, Rev.com. The company webpage cites that all files are stored securely using TLS 1.2 encryption. Additional security measures indicated that the Rev.com files are only made available to the professional assigned to the transcription. The company requires that all professionals sign strict confidentiality agreements.

Once transcriptions were received, I requested that Rev.com delete the files associated with my transactions. The digital audio files from the interviews were deleted from the audio devices and my computer immediately after data

collection was complete. To safeguard the data, it was stored in a locked file cabinet and/or a password protected computer.

After I reviewed the transcripts for accuracy, I sent a follow up email to the participants with a copy of the transcript. The email thanked the participant for their time and for sharing their perspective. I requested them to read through the transcript for accuracy and to contact me with any questions or concerns.

Document Review

Organizational documents allow for a more complete picture of the educational setting that are grounded in real world applications (Merriam, 1998). Reviewed documents include the campus equity plan, mission statement, organizational websites, organizational charts, committee agendas and minutes, as well as professional development proposals. Each type of data assisted in triangulating the phenomenon of the policy implementation (Yin, 2009). Documents from the research site were used to identify faculty and AB 705 workgroup members, as well as provided a better context of the campus culture (Jones, 2013; Kezar, 2014).

The campus equity plan was reviewed to get an understanding of the campus strategic plan to address equity gaps, to refine interview questions, and to triangulate participant accounts. Websites with organizational charts were analyzed to identify potential participants. Likewise, institutional websites were helpful in locating events and navigating the campus. Stake (1995) remarks that documents illuminate records of activity that a researcher cannot directly

observe. For instance, I used committee meeting minutes to provide insight into plans for implementation and as well as to determine key change agents to interview. Similarly, organizational documents like the self-guided placement tools and Academic Senate Resolution were included as a component of my findings and were also useful in triangulating the findings.

Physical Artifacts

Physical artifacts are objects that are found within the research setting; they are useful in supplementing interview and observation data (Merriam, 1998). Several types of artifacts were collected including brochures, flyers, as well as pictures of the site setting that provided insight to the change processes and the campus culture. Artifacts such as student newspapers, the Fall 2018 and Spring 2019 Class Schedules, the 2018-19 Course Catalog reinforced participant accounts and substantiated findings.

Observations

Communication is a key component of organizational change processes (Kezar, 2014). Therefore, with permission, I attended and documented interactions at an Equity Committee meeting as well as general campus observations to help answer this study's research questions regarding structural and procedural changes. The Equity Committee meeting provided insight into the college's equity plan and a discussion of upcoming changes to the existing plan. I examined my subjective feelings and identify potential biases in analytical memos, which were used as a form of self-reflexivity (Tracy, 2010). Field notes

were taken in a notebook during the events to document the occurrences and were analyzed for themes (Tracy, 2010).

Data Analysis

Much of the data was analyzed using a deductive approach with predetermined codes developed from the research questions and theoretical framework (Saldaña, 2016; Stake, 1995). Deductive, or predetermined, codes were used to explore perspectives and to complement the study's theoretical framework of critical organizational change; however, additional emergent codes (Saldaña, 2016) were added through the data analysis process to make new meanings about the case (Stake, 1995).

Stake (1995) describes the importance of identifying etic issues (issues identified by the researcher from the outside), yet also being aware that emic issues (issues from the inside) will emerge as well. Moreover, triangulation of the different data points (interviews, artifacts, document analysis, and observation) was important to ensure interpretation was correct (Stake, 1995).

Data was stored, organized, coded, and analyzed using NVivo, a software designed to analyze qualitative data. Transcripts of participant interviews were read multiple times thoroughly to increase familiarity with the data. Then, the data was loaded into NVivo for coding. When determining which coding methods to use, I considered the research questions because they ultimately influence the coding and analysis process (Saldaña, 2016; Stake, 1995).

After additional reads, I conducted the first cycle of coding using eclectic

coding which utilizes a purposeful combination of coding methods (Saldaña, 2016). The two types of coding methods were process coding and in vivo coding. As the research questions were searching for actions, process coding was a viable choice. Process coding utilizes gerunds ("-ing" words) to identify apparent and conceptual actions that are taking place in the data (Saldaña, 2016). Some example codes of process coding, from my data analysis, included codes such as "blaming," "creating allies," and "taking the lead on AB 705." In vivo coding was also relevant as it honored participants' voices by using short words or phrases from the participant's own language as codes (Saldaña, 2016). Several examples of in vivo coding were "breaking down silos," "time and patience," and "bury our heads in the sand."

I then used a second cycle of coding, that was more closely focused on using a combination of Organizational Change (Kezar, 2014) and critical organizational change (Gonzales, Kanhai, & Hall, 2018), as a lens to examine the data. At that stage, pattern coding was useful to develop major themes from the data (Saldaña, 2016). Several examples of pattern coding include "resistance," "power," and "equitable outcomes." Categories (such as "implications for equity" and "placement solutions") were developed from the codes and additional analysis supported me in generating themes from the data. Lastly, the following themes represent the data findings: *Creating New Pathways, Curricular and Co-Curricular Designs, Non-Curricular Supports, Power as a Barrier to Creating Change*, C*onfusion as a Barrier, Time as a Barrier*, and

Resistance as a Barrier, *Transforming the Campus Culture*, *Professional Development as a Support, Prioritizing Equity through Institutional Documents, Removing Institutional Barriers as a Form of Student Empowerment,* and *Threats to Equitable Outcomes.*

Validity, Trustworthiness, and Ethics

To positively contribute to the field of qualitative research, great care was taken to adhere to the criteria for quality that Tracy (2010) identifies as markers of excellent qualitative research. I used the recommended means, practices, and methods to enhance the quality of my study. For instance, my research employed a worthy topic, as it was both timely and relevant. My topic developed in response to recent developmental reforms in the California Community Colleges, which is the largest system of higher education in the United States (California Community Colleges Chancellor's Office, 2018). I increase my credibility, which entails the use of thick description, or extensive concrete details, to *show* the reader versus telling the reader. Through use of thick description, I provided enough detail for the reader to develop their own conclusions based on the information presented (Tracy, 2010). Sincerity is achieved through transparency of the research process and the challenges that were encountered (Tracy, 2010). Thus, I outlined my methods and the research process with care. Additionally, to increase sincerity, I have included a positionality statement that describes my subjectivities.

This case study included multiple data collection methods (interviews, document review, artifacts, and observations) to create naturalistic generalizations and to assist in triangulation of the data (Stake, 1995; Yin, 2009). Also, the incorporation of multiple kinds of data sources, such as participants in a variety of positions, assisted in triangulation of the findings and increased trustworthiness (Glesne, 2011). Furthermore, an additional aspect of trustworthiness was achieved through member reflections by member checking the data to confirm themes (Tracy, 2010). Member reflections provide participants the opportunity to elaborate and collaborate with the researcher to develop trustworthiness within the research findings (Tracy, 2010). Most importantly, I upheld ethical considerations such as procedural ethics (with IRB mandates), situational ethics (by repeatedly reflecting on ethical decisions), relational ethics (by being mindful of my actions), and exit ethics (by considering how to share the results and leave the scene) (Tracy, 2010).

Researcher as Instrument

As an instrument of my own research, it is important to identify my subjectivities to acknowledge the way they influence choices at every stage of the research process (Peshkin, 1988). Subjectivities influence observations, research design, even emotions in research (Peshkin, 1988). "These qualities have the capacity to filter, skew, shape, block, transform, construe, and misconstrue what transpires from the outset of a research project to its culmination in a written statement" (Peshkin, 1988, p. 17). Therefore, it is

essential to acknowledge the subjectivities that shape my worldview which in turn influence my decision-making throughout the research process (Ravitch & Riggan, 2017). Self-reflexive practices like acknowledging researcher bias adds sincerity to the research process and are indicative of quality qualitative research (Tracy, 2010). As all writing is inherently influenced by the researcher's experiences, values, and biases (Creswell, 2013), it is critical to make my positionality explicit to the best of my ability for my readers. Thus, I am transparent regarding aspects of my identity that have shaped my positionality and my role as a researcher including my experience with technology and the development of my Critical worldview.

I am an educated, multi-ethnic woman. I identify as Latina or Hispanic. My mother worked hard to send my sister and I to private school. We were the first in our family to attend college. I attained my Bachelor's and Master's degrees from California State Polytechnic University, Pomona. I consistently worked two part-time jobs to pay for expenses while attending school full-time. I benefited from Pell Grants to fund most of my undergraduate schooling and took out loans to pay for my graduate coursework. Higher education, and an advanced degree, has afforded me numerous advantages: to love my field of work, to advocate for social justice and equity, and to employ critical thinking skills.

On Technology

Having worked for the past ten years coaching and teaching in blended learning classrooms, I want to see technology utilized in the classroom to support

student engagement and amplify a teacher's pedagogical approaches. As a college student, I felt I did not have enough technological skill to be successful within my initial major. I was a Latina first-generation student in a predominately male field of study and the program was extremely competitive. By the end of my first year in college, I gradually saw my grades dropping, while the technology demands increased. I changed my major because I didn't know how to ask for the support I needed to be successful.

I thought I had escaped technology by changing my major to English; however, the English Education plan required the development of a website for the Multimedia Practicum course. I was certain I would fail. Dr. Lilian Fucaloro did not let me. She advised me, kindly, "a computer is a dumb box…it knows only 1, 0, 1, 0, 1, 0" (L. Fucaloro, personal communication, December 2004). This experience greatly influenced the way I now present technology to others, as a manageable tool to be leveraged. I encourage educators, as I was encouraged, to utilize technological tools to engage students so that they may take ownership of their own learning. I recognize the need for more technology professional development in determining effective tools to use to support both the teacher and the student. I believe that technology does not supplant the teacher; it should not be used as a replacement for the instructor. Technology has the power to undermine or augment instruction. With the ubiquitous nature of technology, careful consideration should be used in determining the benefits and detriments of technology in the learning environment.

<u>Developing a Critical Worldview</u>

My privileged upbringing in private schools collided harshly with the reality I faced when I began working regularly in public schools. As an instructional assistant, I began my educational career serving high school students labeled by the educational system as Special Education, Severely Emotionally Disturbed. These were the students who had been pushed out of mainstream classrooms and relegated to the margins. Yet, these were the students who taught me so much about myself and the importance of listening to another's story. They taught me to never underestimate the capabilities of a student. Though they came from overwhelming situations, they embodied exceptional forms of cultural capital (Yosso, 2005). For the two years that I was employed at that school site, I often had conversations about the importance of college with my students and my experiences as a college student. I was even able to arrange a visit to my alma mater to expose the students to a college campus by attending a career fair. It is important for me to share this information with my readers because apparently it was uncommon at the school site to take the students anywhere let alone a college campus to have them practice their interview skills.

As an educational consultant, I have had the opportunity to provide services to many different school districts up and down the state of California. Unfortunately, it is not uncommon for the reading intervention or English Language Development (ELD) classrooms to be at the outskirts of the school. These classrooms may be characterized by having inexperienced teachers and

less resources. Often, the reading intervention classes may serve as a place to send students who are "behavior problems." I empathize with the students who struggle in school for reasons outside of their control because I have firsthand knowledge of the inequities that exist in the educational pipeline. My experiences as an instructional assistant and as an educational consultant have greatly informed my awareness of the numerous power structures that are at work within our systems of education. Community colleges offer a pathway for the "non-traditional student"—who may have been in intervention, ELD, or special education classes—to achieve a degree and the benefits that come with higher education attainment.

Peshkin (1988) describes subjectivity like clothing that cannot be taken away. In this way, my experiences have become inseparable from my research. Subjectivities at times should be checked during the research process for biases; however, those subjectivities also have the potential of enhancing the enquiry (Glense, 2011).

Summary of Research Design

The purpose of this study was to examine a Hispanic Serving Community College, responded to California Assembly Bill 705. This instrumental case study employed a variety of data collection sources to "best" understand the case and capture the complexity of the issue (Stake, 1995, p. 56). Data sources included semi-structured interviews, document review, participant observation, and collection of physical artifacts. Data was coded to develop themes using eclectic

coding, which utilizes a purposeful combination of coding methods, including

process coding and in vivo coding (Saldaña, 2016). Pattern coding was used to

construct categories which was used to identify major themes from the data

(Saldaña, 2016).

Throughout the research process, great care was taken to uphold ethical

considerations such as procedural ethics (with IRB mandates), situational ethics

(by repeatedly reflecting on ethical decisions I make), relational ethics (by being

mindful of my actions), and exit ethics (by considering how to share the results

and leave the scene) (Tracy, 2010).

CHAPTER FOUR

FINDINGS AND RESULTS

Introduction

This chapter presents the findings and results of the study. The purpose for this instrumental case study was to explore organizational changes at a Hispanic Serving Community College implementing California Assembly Bill 705. This research used a critical organizational theory lens to examine reform efforts. In review, the research questions that guided the inquiry were as follows: 1.) What organizational changes have occurred and continue to develop, at a Hispanic-serving California Community College in response to AB 705? 2.) What are the supports and barriers for faculty, staff, and administration as they implement changes? 3.) What are the perceived implications for equitable outcomes of students based on organizational changes?

As described in Chapter Three, the data for the study were collected from February 4, 2019 to March 27, 2019. A variety of sources were used to collect data. Eleven participant interviews, from a range of positions (Faculty, administration, and classified management), were used as the primary data source; physical artifacts (including student newspapers, the Fall 2018 and Spring 2019 Class Schedules, the 2018-19 Course Catalog, among others), document review (of self-guided placement tools, meeting minutes, the Academic Senate Resolution responding to AB 705, and other documents related to AB 705), and observations (Equity Committee Meeting and physical setting of the

developmental English classrooms) at the research site were used to triangulate findings and increase trustworthiness (Glesne, 2011).

Much of the data were analyzed by using a deductive approach with predetermined codes developed from the research questions and conceptual framework (Saldaña, 2016; Stake, 1995). However, I was also attentive to emergent codes (Stake, 1995). I employed two cycles of coding; the first cycle of coding was eclectic coding, which utilizes a purposeful combination of coding methods (process coding and in vivo coding) (Saldaña, 2016). A second cycle of coding, employing a deductive approach, used a combination of organizational change theory (Kezar, 2014) and critical organizational change (Gonzales, Kanhai, & Hall, 2018) as a lens to examine the data. Finally, pattern coding was leveraged to develop major themes from the data (Saldaña, 2016).

Describing a change process within a case study with multiple influences and participants is complex. To honor the intricacies of the case and address the prominent issue, the chapter began with the research question (Stake, 1995). As change is cyclical and transformative in nature, consider the findings a snapshot of an ongoing process (Doran, 2015; Kezar, 2014). The findings are organized in response to the three research questions, which guided the study.

Findings of the Study

The interview transcripts from eleven participants were the primary source of data, while physical artifacts, document review and observations were used to triangulate the findings (Glesne, 2011). Spring 2019, which was ahead of the

mandated Fall 2019 implementation deadline, was the first semester of compliance with AB 705 at the college. Thus, findings were representative of the changes that were occurring at the time.

The findings of the study are ordered according to how relevant the results were in connection to the research questions as well as major themes that were constructed from the data (Creswell, 2014). To address the first research question, I present *Key Changes in Response to AB 705* and follow with a description, one-by-one, of the key themes constructed from the prominent issue (Stake, 1995). In this case, the prominent issue is the organizational changes in response to AB 705. Next, the findings for the second research question, related to *Support for Faculty, Staff, and Administration* and *Concerns from Faculty, Staff, and Administration*, are offered. Participant voices are included in these support/concerns sections to specifically acknowledge a theme that emerged: *being left out of the dialogue*. Then, I provide the findings for the third research question in a separate section titled *Implications for Equitable Outcomes for Students*. The chapter concludes with a summary of the findings.

Key Changes in Response to AB 705

With compliance mandated by Fall 2019, California Assembly Bill 705 (2017) required colleges to "maximize the probability" (para. 2) that entering students enroll and complete transfer-level English or mathematics within a one-year timeframe and within a three-year timeframe for students enrolled in English as a Second Language courses. The legislation also required colleges to use

multiple measures for student placement, considering one or more of the following: (a) High school coursework, (b) High school grades, or (c) High school grade point average.

Every college will implement AB 705 differently, but the direction of AB 705 is reinforced by the CCC Chancellor's Office (CCCCO) in conjunction with the Academic Senate for the California Community Colleges (2018): "Colleges should be acting now to evaluate and redesign all aspects of developmental education and transfer attainment focused on these areas: assessment and placement, curricular design, co-curricular design, and non-curricular support" (p. 4). Messaging from the CCCCO highlights evidence from MMAP research on developmental reforms and shows that increased access to transfer-level courses incites increased success. Thus, the Chancellor's Office expects institutional policies and practices to change to be in alignment with the intent of AB 705. The CCCCO (2018) noted, "Policies, practices, and pedagogy should reflect that shift in providing more opportunity and fewer barriers" (p. 4). This aim aligns with the call from researchers for policies, practices, and pedagogies at Hispanic Serving Institutions to consider providing curricula and programs grounded in social justice and equity, consider hiring staff, faculty, and administration who are committed to social justice, value and embrace nondominant perspectives for input, processes, and outcomes, provide high-touch practices for students, including advising and experiential learning, among other considerations (Garcia, 2019).

Nepantla College responded to AB 705, in terms of eliminating high-stakes assessments as barriers and developing comprehensive placement practices to provide more opportunities. This process was encompassed by *Creating New Pathways*.

Creating New Pathways

Participants described that they were creating new pathways in response to AB 705. The theme, *Creating New Pathways,* encompassed solutions related to discontinuing use of the ACCUPLACER assessment, removing pre-requisite blocks in the registration system (for students to enroll directly in transfer-level English and math courses), communicating to students about their right to enroll in transfer-level coursework, restructuring the placement process, and developing self-guided placement tools.

Nepantla's response to AB 705, in some respects, was a disruption of the traditional ways of doing things. This disruption had ramifications for the emotional labor that faculty and staff would experience because of the pressure to conform to new expectations. This also had implications for shared governance because some faculty felt ignored and excluded from participating in shaping the developments of AB 705. At the same time the disruption created space to allow for changes to occur. From a critical organizational lens, this disruption upended the traditional barriers that had been in place (such as the ACCUPLACER test and pre-requisite support blocks for transfer-level English

96

and math courses) to prioritize benefits for students of colors (Gonzales et al., 2018).

Prior to AB 705, the matriculation process at Nepantla College required that a student complete the online application, apply for financial aid, log into the Nepantla's student portal, attend an online orientation, take the placement tests, attend an in-person new student workshop, register for classes, and pay. After Spring 2019 and AB 705 implementation, the matriculation process followed: apply to the college, apply for financial aid, access the student portal, attend an online orientation, self-placement, attend an in-person new student workshop, register, and pay (Nepantla College, n.d.). The major change in the process was the inclusion of the self-guided placement, which encouraged students to "read through the self-guided placement pages on the website" and meet with a counselor for additional guidance (Nepantla College, n.d.).

At Nepantla College, nearly half of the counselors were counselors of color, which aligns with recommended practices for HSIs—to employ faculty and staff who are reflective of the student population and are committed to social justice (Garcia, 2019). It is important to mention that the early implementation of AB 705 was advocated for by the counseling department and was supported by student services administration demonstrating a commitment to implement AB 705.

In Spring 2019, Nepantla College discontinued use of the ACCUPLACER assessment for all credit courses (including for placement purposes of English,

English as a Second Language, and mathematics). Instead of only using the ACCUPLACER for placement, as was the previous way of determining student placement, Nepantla College shifted to using multiple measure placements. Nelky clarified, "[We] did a multiple measure placements full implementation this summer, which included an instructor referral, counselor referral and a high school transcript information. (personal communication, March 2019). This information was reinforced by the language presented on the college website regarding the matriculation process. Furthermore, multiple measures placement became a "manually intensive process," but Nelky acknowledged, "We have an electronic transcript for our high school transcripts. We have a vendor that gives us those transcripts in batch and for the college transcripts, transcripts from other colleges, we have another system that can deliver that electronically" (personal communication, March 2019). The creation of individualized education plans and the use of technology—with high-touch networks of support—to facilitate the matriculation process have been documented as empowering practices for students at Hispanic Serving Institutions (Conrad & Gasman, 2015).

Alex shared insight into plans to vet counseling language associated with the implementation of AB 705,

[The counseling department] advocated to implement a semester early. They are norming their guidelines. That's what [the] retreat is for. So, we have a plan to, not a strict script, but to create essentially a script or a checklist. A standardized way of addressing multiple measures with each

individual so that every time a student sits at the council or a group,

because we're going to try to create a group intervention in this way, so

that every time a student comes for a placement, related as a result of AB

705, we address the same things in order to provide consistent guidance.

And we're the ones who have to change all the materials, everything,

change the orientation, change the [initial advising] workshop, change the

comprehensive workshops, change the way that we counsel. (personal

communication, February 2019)

As indicated earlier, the counseling department was racially diverse and

committed to social justice. Their emotional labor was represented by their

advocacy efforts for students in addition to the amount of emotional labor it took

to restructure the matriculation process at Nepantla College. As part of that

process, norming the language was an important task. By creating clear

expectations around placement and language for advising, counselors were

more inclined to relay similar guidance to support students in determining an

appropriate course. Consistent advising practices would improve the potential

that students would be treated more equitably regarding placement. Alex

described the use of a retreat for counselors to norm their messaging to

students. From a critical organizational lens, this is an example of building

collective leadership in giving the counselors the opportunity to inform the

restructuring of the matriculation process (Gonzales et al., 2018).

Related to registration and the role technologies played in the matriculation process, the counseling department advocated to turn off enforcement of prerequisites for all transfer level English, ESL, math and reading courses. Alex articulated the change,

> [They] successfully advocated for just turning off enforcement of prerequisites for all transfer level English and math, and remedial level because we had several levels in math. So at this ... for registration in winter intersession and spring, our students were already allowed to choose English, math, ESL, or reading, completely up to the transfer level. They could choose all the way to calculus. (personal communication, February 2019).

This allowed students to register for transfer level coursework in Winter Intersession and Spring Quarter 2019. Students were able to place themselves directly into transfer level courses. Removing the prerequisite blocks in the registration system, corresponded to the recommendations of the CCCCO (2018) because research supports direct placement into transfer-level courses increases throughput, or completion, and serves students the best. Nelky expounded on this process:

> Prerequisites are in place for the college level math and it's more because of articulation [agreements] that we have requiring college Algebra, requiring intermediate Algebra as a prerequisite. So, we can't remove the prerequisites. But in our student information system, the blocks have been

turned off. And then students received all the mandatory notifications that

they're eligible to enroll on all these college level math equivalents and the

college level English equivalents and if they don't feel comfortable, they

can speak to a counselor. And then [matriculation services] has that email

that you can request. (personal communication, March 2019)

While the students were able to place themselves, there was still communication

from the counseling department, math, English, Reading, and ESL faculty about

the importance of understanding which courses are most appropriate for their

major and their level. For instance, the counseling department administration

sent out the aforementioned email, to all enrolled students at Nepantla College.

In the subject line was "Students' Rights to Access Transfer-Level Courses"

(Alex, personal email communication, March 2019). The email was sent out to all

students to alert them of how Assembly Bills 705 and 1805[3] have changed the

assessment and placement processes at the college.

The email acknowledged that students registering for Winter and Spring

2019 were able to enroll in transfer-level English and quantitative reasoning

courses. A list of the course options followed, which included the course

identification number and the course title. Most importantly, there were six

available options listed for transfer-level quantitative reasoning courses (ranging

from trigonometry to math concepts to statistics to a social statistics course) and

---

[3] Legislation that was passed in July 2018 which requires all California Community Colleges to communicate with students about their rights associated with AB 705.

one listed for transfer-level English. The communication to students speaks to the dedication of the counseling department to message out options for transfer-level math or quantitative reasoning coursework and follows compliance with California Assembly Bill 1805. From a critical lens, based on interviews, there were a number of dedicated individuals within the student services division who understood (or at least seemed more willing to understand) the equitable implications for students of color (Garcia, 2019).

Aside from communicating with students, Nepantla also needed to address how it was going to respond to creating a self-guided placement tool (as an alternative placement method to high school GPA). Nepantla College had to create new workarounds to meet the requirements of the legislation. One such response required the college to "change their protocol" to adapt to a new matriculation process (Alex, personal communication, February 2019). To honor faculty purview, the content for a self-guided placement tool needed to be approved by the academic senate with a resolution. Typically, this process can take approximately three months to get a resolution passed through the academic senate because a committee holds two readings of the finalized resolution at a regular committee meeting (typically bi-monthly or monthly) and then the resolution gets two readings at the full academic senate.

One of the major challenges that AB 705 posed in terms of the matriculation process was related to participatory governance and "10+1," faculty purview with respect to academic and professional matters, having an approved

resolution from the college's academic senate on guided self-placement. Alex, an administrator at Nepantla College, explained the accommodations:

> I had to get permission to create it through a work group and send it straight to the full academic senate, not through a committee, which was very, that's unusual. And then I told them if we don't put something in place in terms of a resolution from the academic senate, I'm in a situation where I eliminate assessment and I don't have an approved placement method, it's a free for all. (personal communication, February 2019)

Ultimately, the resolution for self-guided placement was adopted by the faculty senate, but this example is testament to the numerous hurdles change agents at the college experienced in response to AB 705. It also demonstrated the commitment of the college, and flexibility within the system, to have a plan in place in a timely way to respond to AB 705's requirements that when high school data is not available, or hard to attain, a "community college may use self-reported high school information or guided placement, including self-placement for students" (A. B. 705, 2017).

The college's response to AB 705 requirements included the development of a digital self-guided placement tool that is scheduled to be used as part of new student onboarding. Per the equity committee meeting observation (March 2019), the college's self-guided placement content, will need to be revisited (again) to be compliant with the CCC Board of Governors' new restrictions that a self-placement or guided placement shall not "incorporate sample problems or

assignments, assessment instruments, or tests" or "request students to solve

problems, answer curricular questions, present demonstrations/examples of

course work designed to show knowledge or master of prerequisite skills…"

(Board of Governors of the California Community Colleges, 2019). At this point in

time, Spring 2019, while students were able to place themselves into transfer-

level courses, there was not a functioning placement tool that was being used by

Nepantla College. As of February 2019, the self-guided placement content had

been 'finalized' by the English/ESL/Reading and math departments.

Participants shared the self-guided placement tools with me and I included

them as part of my document analysis. English Department and ESL Department

faculty collaborated on creating the self-guided placement tool content so that it

would work for self-placement into ESL and English courses, electing to title the

document as "English and ESL Directed Self-Placement Survey." Frances

described elements of the survey, "It got to your own judgment and opinions

about, not just your academic skills, but some of your soft skills" (personal

communication, March 2019). The faculty determined that a student's personal

perspective of their capabilities should inform their decision just as much as

considering how well they did in a high school English class. One question from

the survey is listed below in Figure 1 to provide more specific reference to the

content of the self-guided placement tool. The question in Figure 1 refers to the

"soft skills" of English rather than a more "traditional" assessment item.

8. How motivated are you when reading and writing for academic purposes?

A. I am motivated when reading and writing English for academic purposes, but I am still mastering English fluency. In school, I sometimes felt confused about starting or completing major projects in the English language.
B. I sometimes struggle to maintain motivation and self-discipline when reading and writing English for academic purposes. In school, I often felt confused about starting or completing major English projects.
C. I have been reasonably self-motivated when it comes to academic research, reading, and writing projects, but I need support with tackling large writing projects for school.

Figure 1. Sample Question from Nepantla College's English and ESL Directed Self-Placement Survey

Frances rationalized that if students answered the questions honestly, then the results would be a reasonable reflection of the student's perception of their own capabilities. The faculty work group, who helped design the English/ESL content, wanted students to reflect on their language, reading, and writing habits before determining a course. There was a separate guided placement "questionnaire" that was submitted for reading courses (Alex, personal email communication, March 2019). The reading content followed a similar pattern to the English/ESL content using reflection and multiple-choice responses (Figure 2). In both tools, "C" selections recommended placement in a transfer level course, in the English/ESL tool, or indicated there was not a need to enroll in a reading course.

5. When I see a new word, I usually:

A. Skip it

B. Guess at the meaning and pronunciation but may need some help

C. Try to sound it out then try to figure out the meaning from the context. Or I look it up.
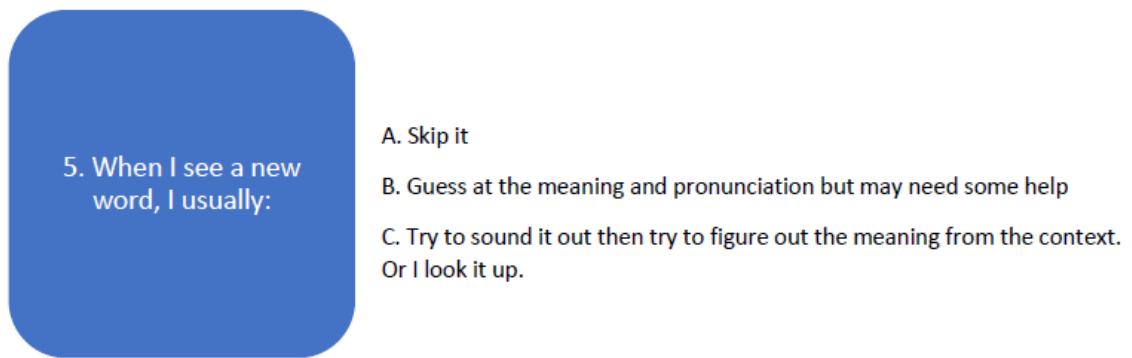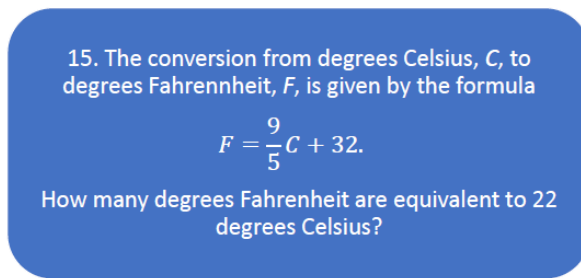
Figure 2. Sample question from Nepantla College's Guided Placement Questionnaire for Reading

Alternately, the math department submitted two documents, one single-page document of recommended placements for STEM majors and another hyperlinked 12-page guide with a flow chart and descriptions of each level of math that was offered by the college up to transfer-level. The first page of the placement guide was a flow chart of course offerings, recommendations were color coded with the course suggestion aligning to a particular list of majors (e.g. Trigonometry was suggested for Science, Technology, Engineering, and Math majors). Five courses were listed as transfer-level courses, including College Algebra, Trigonometry, Math for Liberal Arts, a Statistical Methods math course, and a Sociology Statistics course. The math placement guide included a two-page introduction that offered guidance on how to use the guide, determining how to choose between the two courses, ways to get help (once in enrolled in the course) and a nine-item list of things that a student could do to help themselves succeed (Nepantla College, n.d.).

The content of the math guide included sample problems and encouraged the student to "Try them and check your answers. *You should also be able to answer the questions from every lower course*" (Nepantla College, n.d.). The language from the math placement guide, for a below transfer-level course, directed students as follows: "Specifically if you want to take this course, you should be able to answer the following questions fairly easily without studying, getting help, or searching the internet, and *without a calculator*" (Nepantla College, n.d). A sample problem for the below transfer-level course is presented in Figure 3.

15. The conversion from degrees Celsius, C, to degrees Fahrennheit, F, is given by the formula

$$F = \frac{9}{5}C + 32.$$

How many degrees Fahrenheit are equivalent to 22 degrees Celsius?

Figure 3. Sample question from Nepantla College's Math Placement Guide

Two items stood out as notable in the math guide's list of things a student can do. First, the item encouraging students to take advantage of free tutoring services was noteworthy. This was a way of providing preemptive support for students planning to take one of the six listed transfer-level courses. It also

demonstrated that the math faculty who helped develop the tool were familiar

with the tutoring center's offerings as they connected with the course titles.

Alternatively, the second notable aspect and last bullet point of the list

stated, "The responsibility for success lies with you. Your instructor is there to

help you, but you must do the work in order to learn" (Nepanatla College, n.d.).

This bullet point alluded to the math department's perspective of who should be

responsible for student success. It resonated with a story Rae, an administrator,

mentioned:

> We were sitting at the academic senate and…[the] math department chair
>
> was giving an update on [the self-placement tool] for students…one of the
>
> faculty members asked, "And what are you doing for as far as helping the
>
> students be successful in math?" And another one of [the math]
>
> faculty…spoke up in front of the whole academic senate and said,
>
> "There's nothing in AB 705 that says that we have to work on students
>
> being successful." That caused quite a stir in the academic senate
>
> meeting, but that's exactly how [the] math faculty feel. They are not
>
> responsible for student success. That's what they believe. (personal
>
> communication, February 2019)

Rae's words painted a vivid picture of the math department culture. From a

critically informed environmental perspective, the influence of hegemonic

paternalist views is pervasive the culture of the department. Correspondingly,

open systems theory attributes an individual's failure, in part, because of failures

in the system (Marion & Gonzales, 2013). In other words, this example demonstrated epistemic injustice toward the diverse student populations, which in this case, highlighted limited views of responsibility for student success. While not all the faculty had this deficit mentality, several participants attested to the math department, and some math faculty, being a major barrier for student success at Nepantla. In addition, this exemplar is also indicative of the emotional labor incurred by faculty, staff, and administrators. In other words, there were implications for faculty who were invested in fostering student success by having to navigate a hostile environment fostered by deficit perspectives.

This section detailed Nepantla College's response to Assessment and Placement. Key findings related to assessment and placement indicated that the college halted the use of the ACCUPLACER assessment (for credit courses), removing registration blocks for pre-requisites, communicating student rights, and restructuring the matriculation process with guided self-placement. The next section introduces Nepantla College's response regarding curricular and co-curricular designs and demonstrates how the college had, in some ways, existing curricular supports aligned to AB 705.

Curricular and Co-Curricular Designs

As part of messaging from the CCCCO, the recommended placement measures denote noteworthy curricular reforms. Per the Chancellor's Office memorandum (July 2018), "faculty are encouraged to engage new ways of

delivering course material and planning support inside and outside of the classroom."

In this section, I outline instructional and/or curriculum changes in the ESL, English, and Mathematics departments related to AB 705 that occurred and are still developing. Findings from the English as a Second Language department produced insight into integrated reading and writing coursework as well as creative solutions for course offerings with credit and non-credit co-requisites. Noteworthy findings from the English department included existing curriculum, which was aligned to AB 705 requirements, and the challenges of creating co-requisite support courses. Significant findings from the Mathematics department include Sociology statistics as a solution, the decision to split one below-transfer level course into two courses, and the choice to not create co-curricular supports in response to AB 705.

English as a Second Language Department Solutions. According to Frances, ESL is "the one discipline that is sort of off the hook a little bit" (personal communication, March 2019). As messaged by the CCCCO (2019), the requirements for credit ESL courses related to AB 705 will need to comply by Fall 2020. Education Code §78213 (d)(1)(b) mandates "evidence-based multiple measures for placing students into English as a second language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years." Additional guidance was still

being developed at the time of this study. Ultimately, colleges need to "maximize the probability" that students enrolled in ESL pathways will enter and complete transfer-level English in six semesters or less (A. B. 705, 2017, para. 2; CCCCO, 2018).

At Nepantla College, the ESL department faculty had already completed several recent curricular changes, including the development of a co-curricular support course. Most of the work was done by tenured faculty. Faculty, in the ESL department, were mostly comprised of faculty (full-time and part-time) of color. Scholars note that faculty of color, who are dedicated to social justice, are essential to student success (Garcia, 2019). Consequently, the very act of advocating for social justice entails emotional labor, in confronting dominant ideologies. For instance, Frances had "purposefully chosen to work" at Nepantla College because it was a "Hispanic Learning Institution" (personal communication, March 2019).

In addition to those curricular changes, the ESL faculty determined to halt use of computerized assessment. Frances elaborated on the department's plans to stop administering the ACCUPLACER assessment for credit-level ESL courses, "We actually made it sort of a decision, and [we would] like to say it was out of solidarity, but it was really out of just practicality, that we, in credit, did away with our assessment test" (personal communication, March 2019). With this assessment change, ESL was in alliance with the English and Math departments.

The recent curricular reforms that had occurred included deactivating one of the below transfer-level courses and redesigning the materials used in the remaining two levels. By deactivating one of the below-transfer level courses, and Nepantla College is maximizing the probability that students might complete the ESL pathway in six semesters or less. The ESL curricular offerings for credit use an integrated reading and writing approach to instruction (Nepantla College, n.d.).

Also, the department created a corequisite "overlay," or an identical non-credit corequisite, that was offered to students. Frances explained the use of "overlays" meaning that one classroom can have, "seats that are set aside for non-credit and seats that are set aside for credit. And so, a student can elect to take the non-credit course, which makes it free. It doesn't have the same laws around repeatability" (personal communication, March 2019). This type of solution allows students more flexibility without the cost of taking on additional units. Several of the ESL below transfer-level "overlays" include corequisite support for academic writing like grammar and editing skills (Nepantla College, n.d.).

English Department Solutions. The English department had existing changes in their curriculum offerings that were already compliant with AB 705. As part of a Multiple Measures Assessment Project (MMAP) pilot, in 2015, the English department worked to collapse four basic skills courses (two English and two Reading) to one below-transfer level course offering (Nelky, personal

112

communication, March 2019). The one-level below model was created in response to the project and remained in place as a course offering. Jesse confirmed how the English responded to AB 705:

> With AB 705, it was kind of like, for us it wasn't going to affect too much in terms of like ... We didn't have to really develop any new courses because technically what we offered adhered to AB 705, basically because we have just two. Students could take both and then fulfill the freshman comp within the first year, which is part of the mandate. What it did mean was more about like the placement. (personal communication, March 2019)

By offering only one below-transfer level course and the transfer-level English course, Nepantla College was in alignment with the intent of the law by maximizing the probability that students enter and complete transfer level English with one year. Jesse's last comment referred to the work that needed to be done related to the self-guided placement tool that was discussed in the previous section on placement.

Additional findings identified an attempt to support students within the department with a co-requisite reading course. Jesse offered insight into the proposed co-requisite reading class stating,

> At that meeting we had agreed to try to develop over the summer a co-requisite academic reading class that was going to be at the college level. We thought about things. We were developing this class, and actually

wrote the whole course. It's there, but hasn't been approved. (personal

communication, March 2019).

Several faculty applied for, and received, a stipend to work over the summer to

develop content for the co-requisite academic reading class. Rori, a faculty

member in the school of social sciences, attested to this with, "There were also, I

think, maybe two stipends were given to two faculty to develop curriculum, but it

did not produce actual curriculum" (personal communication, March 2019). The

course content was not submitted for approval to the curriculum committee in

time due to breakdowns in faculty support of the prepared curriculum; therefore,

the course was not going to be offered for Fall 2019.

Alex also corroborated the intent to create the co-requisite course for

English, stating,

It was a discipline of reading, co-requisite to English composition, that they

were trying to make CSU transferable so that it would at least be, you

know, help people get to their 60 units. But they did not meet the deadline.

They did not actually propose that to curriculum. (personal

communication, February 2019).

By not having enough time to work through various factors, the English

department was not successful in offering a co-requisite reading course to

support the transfer-level English course for Fall 2019. This instance is another

example of emotional labor as faculty invested extra time and effort into the

creation of the co-requisite course to make sure there was additional support for

students; however, as politics and time came into play the course was not submitted to the curriculum committee for review and approval. It is unknown if the department will submit the created curriculum for Spring 2020.

Math/Quantitative Reasoning Solutions. Key changes related to math/quantitative reasoning stemmed in response to resistance to AB 705 among faculty in the math department. The counseling department and other change agents, with the support of the administration, began promoting enrollment in a social statistics course. The course was offered to students as an alternative to traditional math offerings, like College Algebra. As described previously, the self-guided placement content for math offered five transfer-level courses, including College Algebra, Trigonometry, Math for Liberal Arts, a Statistical Methods math course, and a Sociology Statistics course.

Counseling and campus faculty were advising students to take the course aligned to their major. For example, a student majoring in Child Development might be advised to take the Sociology Statistics, or social statistics, course (Rori, personal communication, March 2019). Jayden, a faculty member in the school of math and science, elaborated:

The only ones that we are sending toward the math department are the STEM majors. We're doing everything we can to ... A lot because of the attitude of math faculty, but also a lot because of the attitude of students toward taking a math class. If we tell them it's a social science statistics class and you'll use the computer and you'll use technology and you'll be

115

allowed a calculator, it's a whole different feeling for them too. (personal

communication, February 2019)

This illustrates one of the main solutions the college had to AB 705 for

math/quantitative reasoning. Jayden's response also alluded to students' fears

about math; a student's attitude toward math is influenced by the tools and

resources that exist to support them. To alleviate student fears, some faculty (or

at least Jayden and several colleagues) were taking additional measures to use

contextualized, relevant examples in developmental and transfer-level courses to

make connections for students (Jayden, personal communication, February

2019).

An advocate for contextualized instruction and faculty member in the

school of social sciences, Rori provided additional background on the solutions

for math/quantitative reasoning course offerings,

I know we're offering less of the below transfer level courses and many,

many more [sections] for that social statistics [course], like we can't offer

enough of them. That's kind of exciting and when you look at our students'

majors, it makes sense. Most of our students are in the social sciences.

They're not in the STEM fields. That shift with students kind of walking

with their feet has, I hope, started to wake up the math department. Like,

"Wait a minute. They're not just going to take my classes anymore.

They're just going to go all to the SOC class, so we better figure

something out." (personal communication, March 2019)

Rori highlighted the significance of being able to offer students a math course that is more contextualized to their majors. Moreover, Rori, emphasized the power students have by being able to choose a course more relevant to them. This reinforced the concept that Jayden introduced about students being drawn to take a math/quantitative reasoning course that provides more supports.

From a critical perspective, this quote also highlights the unspoken emotional labor the math faculty experienced. They felt threatened by the college's response to AB 705 with the shifts in course offerings and diversification of the math/quantitative reasoning pathways. Rori revealed another layer of labor injustice, the exploitation of emotional labor. Throughout the AB 705 change process, change agents at all levels were experiencing conflicting emotions in having to reevaluate their underlying assumptions and beliefs related to equity, student capabilities, and campus cultural norms, among other factors.

Two main concerns arose in connection to more students enrolling in the Sociology Statistics course. The first was the number of sections that needed to be offered. Sixteen sections were offered as of Spring 2019; seven of those sections were fully online courses (Nepantla College, n.d.). It is significant to note that, at the time of data collection, the math department did not offer any math courses online. Thus, in comparison to the Social Statistics course, there were only five sections of College Algebra offered (recommended for Business or Economics majors) and five sections of Trigonometry (a non-transferable course

recommended for STEM majors) (Nepantla College, n.d.). In Fall 2018, only four

sections of College Algebra were offered and five sections of Trigonometry

remained consistent across the two semesters. The increased number of social

statistics course sections, compared to the eleven sections that were offered in

Fall 2018, corresponds to Rori's comments about students electing to take a

transfer-level quantitative course that aligns with their major. This means

students want contextualized quantitative course offerings.

The second main concern had to do with a lack of student tutors in

statistics. Charlie, a supplemental support staff member, addressed the concern

with, "We're trying to determine who is able to tutor in stats, which is very low.

We have a low tutor count in stats here" (personal communication, March 2019).

There was a need for additional tutors to support the increase in statistics

because more students were enrolling in the math statistics and the social

statistics courses. Tanner, an administrator, corroborated this need and

elaborated with,

> We have augmented our tutoring a little bit, but it's not enough. Our tutors
>
> are student tutors, so generally whenever a student completes their
>
> college level quantitative reasoning, they're done. They leave. It's usually
>
> the last thing they do here. So, that's been kind of a challenge. (personal
>
> communication, February 2019).

This statement confirmed two facts. First, math is one of the barriers for student completion to degree; second, because math is one of the last classes, there is a low tutor count to support the math/quantitative reasoning courses.

Aside from the Sociology Statistics course, another equity effort related to AB 705 included hiring an additional full-time faculty member to support the statistics course offerings (Rae, personal communication, February 2019), and plans to hire an economics instructor. The rationale for adding economics faculty is because an economics quantitative reasoning course satisfies the transfer-level math requirement or quantitative reasoning requirement (Tanner, personal communication, February 2019). Tanner, an administrator, also reported that the business faculty were working on writing a business math course. This aligned with recent research which mentioned the benefits for students of color in having access to diverse math/quantitative reasoning pathways (PPIC, 2017).

The college is technically in compliance by offering students the opportunity to register for transfer-level math/quantitative reasoning courses and by creating a self-placement tool, but there was pushback to creating additional measures of support, like co-requisites and pedagogical changes to instruction, for students enrolling in transfer-level courses. To illustrate, Jaime reported:

> We chose not to do any co-requisite models. My own personal choice was to try to come up with some non-credit support classes, but I haven't actually done that yet, 'cause I don't have to do everything myself. That's

it. My department I think considers it done, just do that. (personal

communication, February 2019)

The dissent Jaime reported is an example of the emotional labor and power

relations that circulated between workers during the change initiative (Gonzales

et al., 2018; Gonzales & Rincones, 2013). Jaime describe how department power

structures dictated an overreliance on Jaime's position, in deciding how the

department would not implement co-requisite supports because no one wanted

to do the work. Co-requisite support courses are not required by AB 705;

however, developing co-requisite courses has been a common response to AB

705 among California Community Colleges to support students with the transfer-

level curriculum (California Acceleration Project, 2019; PPIC, 2018). Research

shows students, and particularly students of color, have higher completion rates

in transfer-level courses with co-requisite support compared with students who

start below transfer-level (PPIC, 2018).

Curriculum and pedagogy for the math department, in response to AB

705, did not change very much, based on the data collected. Nelky, an

administrator, summarized the math department's solution:

So the [math] curriculum still exists and they created more curriculum,

which is not a solution but the students now know…they can all enroll in

college level math starting this term. And if they have difficulty in the first

two weeks, their resources are the instructor and counselors. (personal

communication, March 2019)

The creation of more math curriculum contradicts the intent of AB 705. Scholars have argued that longer developmental course sequences pose barriers to completion (Acevedo-Gil et al., 2015). Particularly at HSIs, new curricula content and programs should provide students with tools to "disrupt the injustices they may witness in future workplaces and in their communities in general" (Garcia, 2019, p. 117). Recent research recommends that colleges consider deactivating the lowest levels of remedial math (PPIC, 2017). Moreover, the additional curriculum Nelky referred to was a new course, one level-below, statistics.

During the interview, Rae explained the new below-level statistics course was designed "so that students can learn their statistics then move into the statistics course, and then [the math department] created a STEM route, which is the intermediate course one level below" (Rae, personal communication, February 2019). The department maintained their developmental course offerings for a total of four levels below-transfer, including Beginning Algebra and Arithmetic (Rae, personal communication, February 2019; Nepantla College, n.d.). Jaime corroborated the math department's response to AB 705, stating:

> So far, all we've done is we've taken our traditional intermediate algebra [one level below transfer] class, which served everyone, and split it into two separate intermediate algebra classes, one that is geared toward pre-statistics and liberal arts math, and then the other one is just regular for students taking like a STEM pathway. And the units and everything are

the same, but the choice of applications and the content is different. But

that's it. (personal communication, February 2019)

One campus level solution to support students in respect to

math/quantitative reasoning incorporated technology. The math department did

not offer online classes, which influenced students to enroll in other community

colleges to complete math coursework (Rori, personal communication, March

2019). Recognizing the value of Distance Education and collaboration, and

aware of the gap in the math department's online course offerings, Nepantla

College elected to join the California Community Colleges' Online Education

Initiative (OEI). Also identified as California Virtual Campus (CVC), CVC-OEI is

"composed of high-quality online courses, resources for students, and

technology, the CVC-OEI represents a comprehensive and collaborative program

that leverages effective practices and technology to significantly increase the

opportunity for higher education degree attainment in California (California Virtual

Campus Website, 2019). Thus, joining the CVC-OEI collaboration filled a gap in

the online math offerings and served as a motivation to get math faculty to start

thinking about developing online course offerings (Rori, personal communication,

March 2019).

In summary, Nepantla College's curricular and co-curricular designs

varied across ESL, English, and math/quantitative reasoning. The ESL

department reformed their curricular offerings by deactivating one of the below

transfer-level courses and restructuring the materials used in the remaining two

levels. The ESL response also involved creating corequisite (credit and non-credit) "overlays" along with the use of integrated reading and writing instruction to increase student success.

Because of participation in MMAP, the English department was already in compliance with AB 705 requirements as it offered only one below-transfer level course. As part of the MMAP project in 2015, the department collapsed four developmental courses (two English and two Reading) down to one below-transfer level course. Several faculty were successful in creating curriculum to support a transfer-level Reading corequisite; however, due to time constraints and lack of department support the course was not offered for Fall 2019.

At Nepantla College in 2018, 62% of the tenured/tenured track faculty and 60% of the part-time or temporary faculty identified as white (Nepantla College, n.d.). This means that a vast majority of students at this Hispanic serving community college were taught by a predominantly white faculty. This lack of representation of Hispanic or Latina/o/x faculty on a campus that was over 70% Hispanic or Latina/o/x certainly holds implications for how the certain faculty responded to AB 705. Moreover, this overrepresentation of whiteness (Garcia, 2019) was a factor related to the overreliance of race-neutral and color-blind ideologies that were pervasive in certain schools at Nepantla College. Similarly, with the counseling department having about half of their faculty be people of color, they maintained a commitment to supporting students in their admission and enrollment process.

As noted in the participant responses, the math department solutions were to create two pathways, one for STEM students and the other focused on pre-statistics and liberal arts math. Co-requisites were discussed, but the math department decided not to create corequisite supports. The key "solution" entailed circumventing the resistance to AB 705 and promoting student enrollment into Sociology Statistics. Aside from promoting enrollment and adding sections of the social science statistics course, no other supports were created to complement student success. Campus-level responses that are still developing include conversations on contextualized math courses like business math and economics as well as expanding opportunities for students with Distance Education as part of the CVC-OEI program.

The next section addresses the findings related to Nepantla College's response to AB 705 regarding non-curricular supports.

Non-Curricular Supports

Many curricular supports in response to AB 705 were already in place. Similarly, key findings around non-curricular supports—such as counseling, tutoring, Supplemental Instruction (SI), and special programs—portray scaled, equitable-access programs and services. In the context of HSIs, high touch practices that build relationships and promote guidance such as personal education plans and embedded tutoring (SI) empower diverse, first-generation students to navigate college (Conrad & Gasman, 2015). At Nepantla College, I

found that several of these programs and services already existed; however, some are shifting to better respond to the requirements of AB 705.

Counseling. Findings indicated that the counseling department played a critical role in guiding students through the matriculation process as well as communicating student rights related to AB 705. The department provides high-touch advising. Scholars cite the importance of high-touch practices and relationship building as crucial for graduating students at Hispanic Serving Institutions (Garcia, 2019; Núñez, Hurtado, & Calderon Galdeano, 2015). For example, prior to the registration process, all new students are required to attend an in-person two-hour workshop to meet with a counselor to discuss educational goals and to learn how to plan and register for classes (Nepantla College, n.d.). During the workshop, new students complete an abbreviated educational plan, designed to meet students' immediate needs, with a counselor. This is done prior to the students registering for classes. After a student completes 15 units, or attends the college for three consecutive semesters, the counseling department requires students to meet with a counselor to create a comprehensive education plan (Nepantla College, n.d.).

To elaborate, Student Equity and Achievement Program (SEA)[4], a new CCC-wide fiscal reform program that collapsed SSSP, Basic Skills, and Student

---

[4] SEA program requirements include: maintain a student equity plan, implement AB 705, provide all students with an education plan, provide matriculation services for students to make informed decisions about the education plan, provide a report on progress and goals related to the program. The SEA program's goal is to advance system-wide initiatives focused on equity like Guided Pathways and AB 705 (CCCCO, 2018).

Equity initiatives into one program, removed the requirement to complete abbreviated educational plans. However, the SEA program still requires reporting of comprehensive education plans (Alex, personal communication, February 2019; California Community Colleges Chancellor's Office, 2019). "In the grand scheme of things, the comprehensive educational plan which is still mandated for every single student, is much more labor intensive" (Alex, personal communication, February 2019). The comprehensive educational plan considers a student's career and educational goals, major, potential transfer goals, and accounts for requirements for the student's declared major (Nepantla College, n.d.). Participants mentioned the intensive work that went into the creation of the educational plans to support student success.

Alex stated, "Us, as a campus, we found the abbreviated ed plan to be really valuable to students. And so we're not going to eliminate it...So, we're overworked. We as a department decided it's useful, it's helping students. We're going to keep doing it" (personal communication, February 2019). Though the abbreviated educational plan was no longer required, the department felt it was a beneficial tool because it was helping students. Thus, they decided to maintain their use of both the abbreviated education plan and the comprehensive education plan despite the additional work it created for counselors.

Many of the supports the counseling department employed for matriculation, related to AB 705, but not in direct response to the law, included technology aspects. Students enrolled in the college via CCCApply. Additionally,

126

Nepantla College used a completely online orientation process. The aforementioned self-guided placement tool was intended to be available digitally (though Canvas was mentioned as a potential way to deploy the tool, it was not yet available digitally). Alex clarified other technologies the campus used,

Related specifically to 705, we've implemented a lot of new technologies for SSSP and equity already, including the Early Alert system and online educational plan. We have student support modules in Canvas, we have the online orientation. We are in the midst of implementing online counseling, which will help our online students who will need to do placement through AB 705. It will be better than the phone. (personal communication, February 2019)

Alex mentioned several technologies the department used to advance student success. These existing technologies are related to AB 705 in that they assist in maximizing the probability that students enter and complete transfer-level courses. For instance, the Early Alert Program (an Academic Advising and Planning Software by Starfish) is used to "understand when students are falling behind" to recommend advising and to send electronic progress reports for students in special programs (Charlie, personal communication, March 2019). Alex also cited the value of virtual counseling for students who attend the college online and will need additional placement guidance. Several other participants made reference to the benefits of having flexible digital options for students due

127

to the hours services are available, the various needs of the Nepantla student

population, and the expansive geographic region the college serves.

Tutoring. One existing support related to AB 705 is the positive culture that

has been created around use of the tutoring centers. Over 13,500 students used

the tutoring services on Nepantla's campus during the 2017-18 school year

(Nepantla College, n.d.). This amount equated to nearly 85% of the student

population. Alex, an administrator, rationalized, "We have successfully created a

culture of tutoring that is not for the failing student, it's for all students" (personal

communication, February 2019). Though Nepantla boasts a successful tutoring

center, attendance is not mandated for the college level English or college level

math courses (Nelky, personal communication, March 2019).

Per Nepantla College's website, there is also virtual tutoring available for

selected classes as an alternative to the in-person support that is provided.

Virtual tutoring is available online, 24 hours a day, seven days a week. This

service, called Smarthinking, is provided by Pearson, an educational publishing

company. Other virtual tutoring supports are available through the Online

Education Initiative. Frances, faculty and member of the educational technology

committee, elaborated,

> Through the Online Education Initiative, they are offering 750 hours of free
>
> NetTutoring or online tutoring. It's called NetTutor. And so I think the
>
> Online Education Initiative, at least for schools that are in their exchange,
>
> that are part of the statewide exchange, they're trying to provide some

level of support. That's not meant to specifically address AB 705, but it's

just a bonus. (personal communication, March 2019)

Frances' rationale for mentioning the free tutoring offered through the OEI is

because AB 705 did not allocate funding specifically for tutoring supports;

however, the Chancellor's Office recently released a memorandum in January

2019 that outlines how supervised tutoring and noncredit co-requisites qualify for

apportionment under Title 5 regulations (CCCCO, 2019). Frances rationalized,

"AB 705 does not legislate any additional funds for tutoring. And the reality is that

students are going to need more tutoring" (personal communication, March

2019).

Supplemental Instruction. In the literature, supplemental instruction

includes academic supports like in-person tutoring, peer tutoring, virtual tutoring,

and embedded, in the classroom, tutoring (Rutschow & Schneider, 2011).

Another type of Supplemental Instruction (uppercase SI), is a program created by

University of Missouri Kansas City (UMKC) to provide academic assistance to

students through peer-guided study sessions (Academic Senate for California

Community Colleges, 2018). SI and supplemental instruction can be thought of

as the same thing on many community college campuses. SI programs are

typically run out of tutoring centers and train peer tutors, who support classrooms

with embedded tutoring. Trained peer tutors may also lead study sessions by

utilizing collaborative engagement strategies in addition to other activities. For

the purpose of this study, I was asking participants about their understanding of

supplemental instruction; however, I found that SI trainings had been purchased in 2011 and was still being used in some forms at the research site, particularly in the summer/winter bridge program and potentially in developmental math courses.

After some initial clarification of what I meant by supplemental instruction, Jaime confirmed supplemental instruction was an existing support in that most of the pre-college math classes have instructional assistants. Jaime explained it was a student support that had been in place for at least fourteen years, "They're people who have been hired to work here and go around the classroom or lab and help students as needed kind of thing. We've had that for years, though. That is not a new AB 705 thing" (personal communication, February 2019). Jaime was uncertain of what form of supplemental instruction was being used for the below-transfer level math courses; however, Jaime knew that the practice had been in place for a number of years.

Charlie confirmed that Supplemental Instruction was occurring within the summer/winter bridge program,

> We have Supplemental Instruction in our [summer/winter bridge] program, but we are finding that a lot of students need more of that hands-on help, one-on-one help a little bit. We're working to expand that within our [summer/winter bridge] program. Usually, we have two SI leaders in a classroom of 30 or 35. We're working to really boost that up. (personal communication, March 2019)

Supplemental Instruction provided students just-in-time, contextualized supports in the summer/winter bridge program. Charlie identified that the program administration was looking at ways of increasing this much needed assistance for students.

Summer/Winter Bridge. By far the most pronounced existing support that aligns with the intent of the AB 705 initiative and equity is the summer and winter bridge program. This program started as a pilot project serving 21 students in 2012 and has grown to serve over 1200 students with free tuition, three weeks of intensive review of math and/or English skills, supplemental instruction, college success strategies, and access to computers/course materials during the bridge program.

The program is a combination bridge and promise program. To clarify, if students successfully complete the program for the first year, then they have the ability to receive funding for the second year as well with the following requirements: full-time enrollment in Fall & Spring semesters, uphold good academic standing, complete 10 hours of mentoring, community service, or internships, attend a career workshop, and file for the Dream Act application or FAFSA. This program is a catalyst for equitable outcomes as over 80% of the participating student population identify as Hispanic/Latino (Nepantla College, n.d.).

The summer/winter bridge program and its wraparound services have increased persistency rates. Specifically, students participating in the program

have a 15% higher persistence rate than their peers on campus who do not participate in the program (Charlie, personal communication, March 2019).

In addition to increased persistence, Charlie also noted improvements to completion rates:

We're also seeing higher success rates in our [transfer-level English] and our [one level below class]. We have had a really big struggle with our college level math, seeing outcomes in our college level math for our [summer/winter bridge] program, and we finally are seeing the outcomes there to where they are doing just as well as students in college level math who have not gone through the program. We are seeing that students are doing better in degree applicable math than students who don't go through the program. (personal communication, March 2019)

In the past year, institutional data confirmed the increased retention and completion rates in students who have been a part of the bridge program for both English and math. Because developmental math has historically been a barrier to transfer level math, it is significant to emphasize that Charlie mentioned the data demonstrated two noteworthy effects for math outcomes. First, students who were able to participate in the program, completed the transfer-level math at rates of students who were not involved in the program. This means the supports the program provided helped maximize the probability of transfer-level math completion. Secondly, students who are in taking degree applicable math, have higher success rates than their peers who did not participate in the program. To

reiterate, the outcomes for math were particularly significant given that the college, has had historically low completion rates of college-level math courses (Nelky, personal communication, March 2019).

Jayden and Charlie, who were faculty and staff respectively, were involved in the summer/winter bridge program and seemed intrinsically motivated to do the work and dedicated to supporting students of color. Scholars mention the importance of employing faculty and staff who are equity-minded, particularly at Minority Serving Institutions (Conrad & Gasman, 2015). The participants mentioned that the program was well funded by the college foundation and alumni of the college. Nepantla College had done extensive fundraising for the program and Charlie clarified that it was "a last dollar scholarship, so we do go first all financial aid, and then whatever is left over" the foundation funds account for the rest (personal communication, March 2019). Charlie described the unique circumstances of being readily and generously supported by the administration, the Board of Trustees, and the community:

> That has really allowed us to be able to offer it to as many students as we
> can. We've never had to turn any students away, which has been
> something that I'm very, very happy to say. It's never been a, this is all,
> this is what you have to work with kind of thing. It's like how many students
> can we help? Let's see what that number is, right? We haven't reached
> that max yet, whatever that max might be. (personal communication,
> March 2019)

133

The summer/winter bridge program has tremendous implications for equity as the program is generously supported by the Nepatla College surrounding community and the college's foundation. As Charlie described, most of Nepantla College's entering student population are able to take advantage of the services provided by the program. At that point in time, the possibilities seemed boundless with the number of students the program could support.

At the time of the interview, the summer/winter bridge program was in the midst of shifting program processes and goals to better align with AB 705 requirements. The program was particularly affected because it followed a test-retest model where students would be assessed with ACCUPLACER, if they needed remediation in math or English, the students would go through the summer or winter bridge program, and then retest with the ACCUPLACER to determine if they qualified for placement into a higher level course.

To recapitulate findings aligned with AB 705 related to non-curricular and supplemental supports, the counseling department advocated for changes in response to AB 705 like implementing a semester early. Moreover, the relationships that are built in the new student workshops and conversations that happen as students develop their Student Educational Plans are critical to student success. Digital tools used by counseling, like online educational plans and the Early Alert system, enable students to understand their progress and receive intrusive counseling support there by maximizing the probability for student success.

Other supplemental supports like tutoring, supplemental instruction, and the summer/winter bridge program were not created in response to AB 705; however, these supports are vital to student success in transfer-level courses. For instance, findings include that Nepantla College tutoring services are used by the vast majority of students at the college. The tutoring center offered a variety of supports from in-person tutoring at the college to virtual tutoring with Smarthinking and NetTutor. As more students enroll in transfer-level courses, more tutoring services may be required. Findings indicated that supplemental instruction was also used as a support for students in developmental math classes and the in the summer/winter bridge program. The summer/winter bridge program had noteworthy implications for completion of transfer-level English and math courses which aligns with the intent of AB 705 to increase student completion rates.

The section *Key Changes in Response to AB 705* addressed findings for the first research question—What organizational changes have occurred and continue to develop, at a Hispanic-serving California Community College in response to AB 705? The next section addresses the findings of the second research question—What are the supports and barriers for faculty, staff, and administration as they implement changes?

Barriers and Supports for Faculty, Staff, and Administration

The implementation of AB 705 required second order change, or change that necessitates examination of underlying assumptions, values, processes,

135

structures, and culture (Kezar, 2014). Specifically, the changes that have occurred and continue to develop demand an evaluation of underlying values and assumptions (regarding equity and access) and facilitate a shift in campus culture. From a critical organizational lens, findings demonstrated fissures in the shared governance process, opportunities for collective leadership, and exponential amounts of emotional labor that emerged as barriers to the implementation process of AB 705. The following section describes major themes that were constructed from the data related to the experiences of faculty, staff, and administration. These themes include: *Power as a Barrier to Creating Change*, C*onfusion as a Barrier*, *Time as a Barrier*, and *Resistance as a Barrier*, *Transforming the Campus Culture*, and *Professional Development as a Support*.

Power as a Barrier to Creating Change

Power and the politics surrounding shared governance was a key theme for understanding what barriers impeded the implementation of AB 705. To illustrate, Tanner, an administrator, described the power dynamics between faculty and administration by stating, "There's sort of a perennial 'we versus them' posture with regard to faculty and administration…There is that little bit of distrust" (personal communication, February 2019). The levels of distrust impacted the way AB 705 was implemented and requires further examination of attitudes (or values) and campus/department cultures related to the change initiative.

Kai, a faculty member in the school of math and science, explained, "We always have attempts to try to make it, 'Oh, everybody's going to be working

together and happy,' but now... There always seems to be a bit of this competitive nature" (personal communication, March 2019). Kai's comment affirmed Tanner's notion of distrust on the campus, which alluded to the power dynamics that exist among faculty and administration. Kai suggested the administration spent their time seeking recognition for national awards. Kai stated, "I don't know how much that really does for students, but at the same time, the administration tends to stand up and hold up the plaque and everything like that" (personal communication, March 2019). While power and competition were evident in faculty and administrative relations, it would be valuable for administration to be aware of and address these tensions.

Still, other participants alluded to the power dynamics at the college. As a faculty member in the school of language arts, Jesse shared, "There's a lot of dissent at the college especially among faculty" (personal communication, March 2019). Jesse went on to detail,

> The faculty don't really work together particularly well. Although, I think people try to make that happen more, but there's … Even within this department, for instance, there's a lot of tension. There was a lot actually leading up relating to AB 705, which is what you're studying here, but there's a lot of tension that sort of arose as a result of that. (personal communication, March 2019)

Jesse called the power dynamics "tension." This means, within Jesse's school and in other schools as well, there were added strains on relationships in response to AB 705.

Similarly, Kai, another faculty member, alluded to dissention that occurred at Nepantla College with,

> Somebody who seems to be really innovative and advanced, if they keep bringing up these ideas, after a while, they might be sitting back and saying, "I don't know why I'm doing this, it's like I'm beating my head against the wall." I brought up all these ideas over the last month and every time I do it, I'm told for some reason or another that it's not possible. (personal communication, March 2019).

While Jesse described the power dynamics in the department as tensions, Kai evoked a vivid image of frustration, and emotional labor, that results from those tensions. Essentially, Kai suggested that innovations are often struck down in department meetings which leads to loss of motivation.

Likewise, Jaime, a faculty member in the school of math and science, asserted that the campus culture was "backward" (personal communication February 2019). Jaime elaborated by noting, "I think narrow mindedness of some people… [There is a] reluctance to change things. People very set in their ways" (personal communication, February 2019). To juxtapose an administrator's perspective, Rae described the department culture as "a collaborative group" because the faculty had to "coordinate their labs and coordinate with the lab

tech" (personal communication, February 2019). Rae seemed to offer a superficial description of the department dynamics which was in direct opposition to descriptions from faculty participants.

From a different perspective, Kai, a faculty member in the school of math & science, detailed the power dynamics at play in AB 705 meetings:

Over the last year, there's been quite a few faculty being invited to come to some of the conferences on AB 705. Not as many as I would have thought would have been beneficial, administration still tends... To me, this is the same with guided pathways, they seem to want to take too much of a role in these activities. It should be really faculty driven. And so, it tends to push faculty away. If you go to a meeting four or five times and every time you go to that meeting you make a response and the administration turn around and say, "Ah, that person, they don't know what they're talking about." I'm exaggerating. They wouldn't say that in a meeting, but they seem to like turn, shrug their shoulders or roll their eyes or whatever. It's not going to be very long before that faculty member decides, "You know, I don't think I'm going to go to that meeting anymore. I'm not really getting anything done, I think I'd be better off sitting in my office." (Kai, personal communication, March 2019)

Kai illuminates the unspoken condescension that occurred in meetings. These slights made by administration, and faculty alike, created barriers to learning

139

about AB 705 and may have influenced the way AB 705 was implemented. Kai alluded to the consequences of these slights insinuating that the faculty were not attending the AB 705, and Guided Pathways, meetings because of extensive administrative oversight.

Additional barriers were centered around power and control over placement. Alex named the challenges related to the logistics of implementing AB 705; however, described the greater challenge of faculty blame with, "There's also a large challenge and it does set a counseling department or matriculation services, it has the potential to set us in opposition to the academic departments" (personal communication, February 2019). Alex and other participants confirmed this opposition. For instance, Jaime speculated, "When something like this comes along that says basically, 'Okay, you have to change your standards,' then people here are more likely to feel attacked" (personal communication, February 2019). Jaime meant that because AB 705 changed placement practices and procedures, and disrupted the way faculty regarded their purview, individuals at the college were more likely to be in opposition. Alex defined it with,

> Then we have an academic department that says students aren't prepared. They don't know what they're going to do. They're just going to get in a classroom. "I'm not going to be able to teach them. They're all going to fail and you're the one who put them there." (personal communication, February 2019)

The concept of blame occurred several times through other conversations as well. Jesse alluded to the blaming that occurred within the school of language arts. Jesse disclosed, "I've gotten blamed weirdly enough personally for changing how students are placed. I am behind AB 705 apparently, in the state of California" (personal communication, March 2019). However, the most descriptive reference came from Alex with, AB 705 has "elevated my role, but in that, I am the villain" (personal communication, February 2019). These findings revealed emotional labor on behalf of faculty, staff, and administration, particularly from change agents who were advocating for AB 705 reforms, but also on behalf of those who were simply trying to navigate the change process (Gonzales & Rincones, 2013). The emotional labor of participants went unacknowledged, unaddressed, and not discussed among departments, which consequently compounded emotions. I believe that even the act of sharing their perspectives with me via interviews enabled participants to begin to explore their emotions surrounding the change efforts.

Fear and notions of power played a prominent role as a barrier with the implementation of AB 705. Tanner, an administrator, articulated the political nature of the changes that were occurring as more students enrolled in the social statistics course and the Social Sciences/Business departments began preparing to offer solutions for quantitative reasoning coursework. Tanner stated:

Obviously, there's a lot of curriculum that has to be rewritten and the math, the walls around the math fiefdom have been breached and the math

141

people know it. And they don't like it. It's going to reduce the number of

necessary math faculty. So, people are fearful about losing power and

position. (personal communication, February 2019)

Tanner referred to the fact that more students were enrolling in the Sociology

Statistics sections, with the looming threat of additional courses being offered

outside of the "math fiefdom" in Sociology and being developed in the form of

business math. As a greater demand for contextualized math and quantitative

reasoning rises, the implications are the math department will require less full-

time faculty in more traditional math offerings like College Algebra and

Trigonometry.

Some participants mentioned feeling alienated from the AB 705

implementation process. Rae, an administrator, shared:

Basically, other areas, like the academic senate on campus, have taken

up AB 705 and tried to figure out how to help students. Counseling has

done it. But nobody has involved us over here and I've tried to get a task

force together, whatever we can get in order to work on this but to no

avail. So, I feel very shut out of the process. I don't really have a role and I

think that is mainly because of the way that the rest of the campus views

our math faculty.

Rae's efforts to take part in AB 705 reform efforts were unsuccessful. Rae

asserted that the school was excluded from reform efforts. This means while

counseling and academic senate took the lead on AB 705, other departments

and change agents felt excluded from reform efforts. This exclusion, and fissure within the shared governance process, means that less people are part of the change process and, in second order change, agency needs to be shared by all campus individuals (Kezar, 2014).

Notions of power and frustration as well as breakdowns in communication and shared governance contributed to dissent among faculty, staff, and administration. Moreover, these findings illustrated the emotional labor involved in challenging deep-seated assumptions, beliefs during second-order change. Emotional labor has the potential to yield dissonance and dissatisfaction within an individual, which can influence a person in other aspects of life, even outside of work (Fisk & Friesen, 2012; Hochschild, 1983). Another detriment of being excluded from the change process allows for individuals to take their understanding, at whatever stage that may be, and apply it in ways that they are familiar with, which contributes to confusion as being a barrier to implementation.

<u>Confusion as a Barrier</u>

Several participants alluded to their experience of confusion over how to implement expectations established by AB 705. For instance, confusion was apparent in the way Nepantla College approached the self-guided placement tool and the way faculty tried to implement co-requisite supports, and the way participants understood supplemental instruction.

The confusion related to placement solutions and the self-guided placement tool was a perceived lack of guidance from the Chancellor's Office. Frances, a

faculty member in the school of language arts, disclosed, "Colleges were waiting, and waiting, and waiting for word from the chancellor on, so what can we do? In terms of, how can we guide students? Because we had to know what we were allowed to create and not create" (personal communication, March 2019). Nepantla College had to postpone some aspects of creating the self-guided placement because there was not much initial guidance from the Board of Governors or Chancellor's Office on what form the guided self-placement should take (e.g., survey, rubric, in-person advising, etc.) and what content was permissible. Jesse, another faculty member in the school of language arts, also voiced frustrations related to the development of the self-guided placement tool:

> The frustrating part was over the last few months, I guess both the state either/and the Chancellor's Office or the Statewide Academic Senate kept coming out with more statements that were interpreting AB 705. It's like, "Oh my God, now what?" At one point they told us, "Okay, you can do this, and then here's the criteria." We're like, "Okay, good." We worked on something, and then a couple of months later we get other documents saying, "Actually, now we're saying you can't do this and this and this." We had to go look back at it and, "Okay, so now we have to change how we do …" It just keeps on happening, and it's just very frustrating. (personal communication, March 2019)

The redirections, redefining of placement criteria, and additional restrictions for the details of the self-guided placement tools, by the CCC Board of Governors,

144

incited additional confusion in the change process at Nepantla College,

particularly because change agents still need time to process the initial

expectations of AB 705.

Similarly, the main concerns of the ESL department stemmed from a lack

of direction by the Chancellor's Office. Frances acknowledged that there have

not been any changes to non-credit coursework in ESL. Frances explained, "And

that, partially, is because they haven't been given any direction yet. There is still

an ESL non-credit task force at the state level trying to figure those things out.

And we're now, what, over a year into this?" (personal communication, March

2019). Confusion and lack of guidance from the Chancellor's Office is impeding

implementation of AB 705 within the ESL department.

Additionally, Frances described confusion over the digital guided self-

placement tool, "We started on the content, we think we've got the content. Every

community college in the state right now is developing the content, but none of

us have a decent tool on our websites… Well, here we are [Spring 2019], and

we're not guiding students yet" (personal communication, March 2019). The

language Frances used alludes to the ambiguity in technological guidance of the

statewide change initiative and the lack of current support being provided to

students in these transitions to using new tools. To expand on this, Frances

questioned, "Do we do that in Canvas, or do we use something like a Survey

Monkey? Do we just put it all up on our website and let students navigate it

themselves?" (personal communication, March 2019). Frances introduced some

important questions related to technology and the challenges colleges are facing as they plan to present the content of the self-guided placement tools to students.

As mentioned in the findings for research question one, there were attempts to create co-requisite support courses in both English and math; however, the attempts did not produce actual course offerings for Fall 2019. This sentiment was reinforced by faculty member in the school of math and science, "They tried creating some non-credit classes to go along with. I think that because there's been so much pushback to the idea, they haven't looked into, there's really a lot of confusion on the co-enrollment support classes" (Jayden, February 2019). Regarding the attempt at co-requisite supports in English, Frances, a faculty member in the school of language arts, shared,

> English did not do any curriculum work, because they couldn't agree on what that supplement would look like in terms of, what kind of supplement would be offered to students in a college-level English course who weren't prepared? There's a division between the faculty on if that supplement should be a one unit reading course, or if it should be a one-unit research and citation course. (personal communication, March 2019)

In this example, the department were able to determine that they wanted to create a one unit co-requisite to complement the English transfer-level course; however, the confusion lay with how to best support students regarding the content of the course.

There was some confusion over the meaning of supplemental instruction; certain participants had contradictory statements about the campus having supplemental supports. For example, Jaime, a faculty member in the school of math and science, understood supplemental instruction to be "an extra course tied to another course that we already offer, something like that" (personal communication, February 2019). Jaime's definition would be more in line with co-requisite course offerings or co-requisite instruction. This is important to note because some faculty, staff, and administration were not aware of what different supports like co-requisites, supplemental instruction, or embedded tutoring were and therefore were unable to verify which supports existed on the campus. It can also imply that not all faculty, staff, and administration would be able to identify which supports are most relevant in addressing AB 705 and/or supporting their Latina/o/x student populations. Numerous scholars have acknowledged the value of supplemental support services in Hispanic Serving Institutions (Garcia, 2019) and for students of color (Wood & Harris, 2017).

Similarly, Rae, an administrator, described the First Year Experience course as supplemental instruction, also stating, "They're basically study skills and just support for students that are first semester at the college. That's the only supplemental instruction that we have. We don't have any other supplemental instruction. We're not very innovative in that regard" (personal communication, February 2019). In this example, "we" referred to the campus as a whole and not a particular department. This demonstrated Tanner's limited awareness of what

147

programs and services were being offered to students. First Year Experience

courses are often by Counseling services. Counselors are faculty who have a

number of responsibilities in addition to advising; they may also teach courses on

study skills or personal growth. Again, this finding is significant as many faculty

and administration are bombarded with terminology that they are expected to

know and can oftentimes benefit from a little clarification. Moreover, this attests

to the ambiguity surrounding the use of key student support terms and their

purpose in relation to AB 705.

 As both notions of power and confusion were barriers to implementation

efforts, having sufficient time to implement also was identified as a barrier.

<u>Time as a Barrier</u>

 Issues of politics were a barrier for creating co-requisite supports, but time

became a barrier as well. For example, in attempting to create a reading co-

requisite support for the English transfer-level course, the faculty were not able to

submit the content to the curriculum committee in time for it to be included as a

course offering for Fall 2019. Jesse confided, "Two of us took the lead on that

one…but personal politics ended up coming into play toward the end of summer,

and it got tanked. I just sort of like thought, 'Are you kidding? That's it.' We just

gave that up. Nobody seemed to want to support it after all that work had been

done" (personal communication, March 2019). This instance exemplified the

challenges of politics and time that the English department faced in developing a

co-requisite course. Jesse relayed, "[The curriculum is] in the system where I

uploaded, I wrote it up all into the system and then it was sort of there, but it never went anywhere" (personal communication, March 2019). In this instance, time became a barrier to implementing the co-requisite support course. Alex corroborated this theme of not having enough time with, "they did not meet the deadline" (personal statement, February 2019). This is important to highlight because it demonstrated an additional form of frustration for faculty in trying to create recommended supports for the transfer-level English class.

Similarly, Jaime, another faculty member, described issues with not having enough time to process the changes regarding placement:

AB 705 was supposed to take place in fall of '19, but they've started doing placement as early as last fall. Based on this, they just decided, "Okay, let's just do it now," and we don't have any kind of mechanism in place to help the students, just like, "Okay, the students are showing up." (personal communication, February 2019)

Ahead of the Fall 2019 mandate, the college began allowing students to place themselves into transfer-level courses and Jaime revealed there were no tools in place to help students determine their placement. In similar fashion to not having enough time to approve co-requisite supports, participants also mentioned not having enough time to have guided self-placement available for students. Jaime made a recommendation for the implementation of AB 705 with "Scuttle the whole thing would be my first recommendation. Other than that ... In a way, it would've been nice to have had more time" (personal communication, February

2019). In other words, Jaime believed that the best thing would to get rid of the initiative altogether. A secondary recommendation was to have been given more time to implement the changes.

Resistance as a Barrier

Resistance was a common theme in conversations surrounding AB 705 particularly related to instructional services. "A lot of the faculty I work with are resistant to any kind of change," Jaime, faculty member in the school of math and science, confided. "They hate the idea of AB 705, so that's the end of it. 'We'll kind of bury our heads in the sand and it'll go away'" (personal communication, February 2019). This notion that AB 705 will just "go away" demonstrates the way some faculty perceive the initiative as fleeting with no long-term consequences for implementation. This indicates faculty may not understand that AB 705 is more than a CCC system-wide initiative like Guided Pathways, it is law.

The theme of resistance continued throughout participant responses and was illustrated mostly regarding AB 705 reforms in the school of math and science. For Tanner, an administrator, identified, "Mostly the curriculum, where it needs to be done, is in the math area and again, there's a great deal of resistance there" (personal communication, February 2019). Jaime, a faculty member, articulated the dilemma:

It's hard to kind of do what the administration is asking, when the dean is saying, "Okay, you should be working on this," which makes kind of some

150

sense to me. Okay, the law is the law. And then on the other hand…

faculty who again, a lot of them have been here for years, think the

students are stupid, don't want to basically do any work, or don't want to

have to change anything. So, that makes it hard, trying to get people to

change who don't want to change. (personal communication, February

2019)

Jaime emphasized the dichotomy of the AB 705 initiative where the

administration, or the institutional change agents in power, is pushing

implementation, but the faculty refuse to change. This resistance to change

becomes a barrier to implement reform. Moreover, much of what Jaime asserted

shows that the faculty hold deficit views of students and lack the motivation to

change.

Aligning with the theme of *resistance as a barrier* and exemplifying how

faculty intended to resist AB 705, faculty devised an apparent plan to

demonstrate that AB 705 would not work. To elaborate, Tanner, an administrator,

described the math department's plan:

Basically, what the plan is at this point is, because people are placing

themselves directly into college level math, so the math [faculty] who are

teaching have made a public commitment to make sure and fail as many

of those students as they possibly can just to prove that AB 705 is a

terrible idea. (personal communication, February 2019)

Jayden, a faculty member, corroborated the existence of this plan stating:

151

I actually literally heard that [the] department, had at a meeting, a

brainstorm where they thought of ways to find more barriers to success to

send a message to Sacramento that this isn't going to work by literally

failing more students. Buy-in is a barrier. (personal communication,

February 2019)

This comment by Jayden articulated a lack of faculty buy-in in certain

departments and illustrated the power dynamics at play in Nepantla College. Not

only did the plan demonstrate resistance at the college-level, but also how

resistance can be extended to the system-level. The motivation behind 'sending

a message to Sacramento' shows the lengths to which some faculty are resisting

AB 705 and proactively contriving ways to show it will not work. Faculty buy-in is

integral for a second-order change like AB 705. The findings supported a need

for sensemaking in the math department to explore implicit biases, values, and

motivations behind the behaviors and actions in response to AB 705.

Another form of resistance arose in the form of classroom practices being

implemented in response to AB 705. As identified numerous interviews, the math

faculty's biggest concern over placement changes had been students being

'underprepared' for a class. Thus, one of the faculty recommended math faculty

to give a "readiness quiz" to assess student preparedness for a class. Jaime

explained,

[This person is] encouraging the faculty in the first week to give like a

readiness quiz, like a very early assessment of things that the students

152

should already know. We're not allowed to give a placement test. But when the class has started, we can give an assessment because they're already in the class. So, as far as I know, that's still legal. And based on that, if the students do miserably, then we can for one thing collect the data and say, "Okay, all these students who got like a 20% on this test subsequently failed." And additionally, it gives the students some insight to say, "Okay, you got a three out of twenty on this quiz, maybe you should reevaluate whether you're in the right place." (personal communication, February 2019)

Jaime speculated that in administering a "readiness quiz," students who failed the quiz will recognize that they should place themselves into a lower course. This practice is in direct contradiction to the intent of AB 705. These recommended "readiness quizzes" may have the power to influence students to second-guess their placement in transfer-level courses and have the potential to lead students to request to be moved out of the course into a lower level math course. Policies, pedagogy, and practices should provide additional opportunities for student success and less barriers (CCCCO, 2018).

Though Nepantla College met compliance with AB 705 ahead of the Fall 2019 deadline, there were a number of barriers to enhancing the quality of the implementation. For instance, barriers of power hindered faculty from attending meetings to better understand AB 705 which increased confusion over different factors like the value of co-requisite supports for transfer-level courses. In

implementing 'early,' the faculty felt pressure to create the guided self-placement tool in conjunction with guidance from the Chancellor's Office. This led to frustration as faculty needed to revisit the content of the placement tool numerous times because of changes to the guidance they received. Ultimately, the most resounding barrier to implementation of AB 705 was a lack of faculty motivation to implement to the point of active resistance and defiance.

From a critical organizational culture perspective, these findings require further examination of campus culture and department culture. Certain change agents were attempting to disrupt and deconstruct traditional notions of power and discourse to prioritize epistemic justice and "other" ways of knowing (Marquez Kiyama & Rios-Aguilar, 2018). However, as this occurred, it also led to unacknowledged emotional labor and at times a lack of shared governance thereby creating barriers in the implementation process.

In contrast to the barriers of power, confusion, time, and resistance, there were areas of support for faculty, staff, and administration exemplified by the themes *Transforming the Campus Culture* and *Professional Development as a Support*.

Transforming the Campus Culture

This section focuses on identifying what supports were provided for faculty, staff, and administration as they implemented changes to address AB 705. In response to AB 705, and as part of an existing trend, Nepantla College

has been in the process of transforming the campus culture. To elaborate,

Frances articulated a sense of what the campus culture was previously:

> You weren't here during the economic decline of the bad years…because
>
> this was not always a college that faculty and administration and staff and
>
> students were proud of. It was considered the college of last resort by a lot
>
> of this community. And we have really worked hard, in the last, I would
>
> say, six years to turn this college around. And so, it's a really good culture
>
> now, because we have really good partnerships between the students, the
>
> staff, the faculty, and administration. And I think that is demonstrated in
>
> our growth. (personal communication, March 2019)

Despite the heightened tensions associated with implementing a change initiative

like AB 705 and Guided Pathways, Frances believed that the overall campus

culture has been increasingly getting better from what was referred to as "the bad

years." Essentially, Frances attributed the transformation to the individuals at

Nepantla College who have dedicated themselves to improving relationships.

Critical organizational culture perspectives would clarify the historical shifts at

Nepantla College, which like other organizations had reproduced a system of

inequity and marginalization (Gonzales et al., 2018). These critical views of

organizational culture would help explain how Nepantla College is evolving,

particularly by leveraging different ways of knowing through strategic placement

of leadership of color (Marquez Kiyama & Rios-Aguilar, 2018).

Other participants alluded to transformations on campus particularly relating to the initiatives the college was involved with, which included: Guided Pathways, AB 705, repercussions of the Chancellor's *Vision for Success*, Student Centered Funding Formula, among others. Rori, a faculty member in the school of social sciences, described, "The culture, it's changing. It's evolving and it's changing. Our leadership… is looking to that growth and innovation… we're all just trying to get behind the vision" (personal communication, March 2019). Rori's perspective referred to how the campus is still in transition but heading toward "growth and innovation." These insights reinforce the theme transforming the campus culture.

Nelky, an administrator, summarized and acknowledged where the work still needed to be done regarding AB 705:

So if you ask the counselors, it's a change we needed. It's been legislated, it makes it not a battle and makes it compliance. If you ask math faculty, it's the death of education. If you ask English faculty, I think they were okay, it's just it was pushed upon them. (personal communication, March 2019)

As highlighted throughout this chapter, counseling had taken the lead on AB 705 reform efforts at Nepantla. Much of the support the counseling department had was attributed to the student services administration as it was deeply invested in the work of the counseling department using high-touch practices to prioritize student success (Garcia, 2019). This was demonstrated

through participant interviews and general observations related to alliances that had formed between the student services administration and counseling services. These high-touch practices, in combination with having faculty, staff, and administration who were committed to social justice, were able to disrupt the dominant ways of operating in order to implement AB 705 (Garcia, 2019). In contrast, the math department resisted AB 705 requirements, while the English department was already in compliance with curriculum. In order to get to this point in the change initiative, various supports were made available for faculty, staff, and administration.

The main source of support for faculty, staff, and administration came from creation of a strong steering committee for AB 705. To illustrate how the workgroup was one way of transforming campus culture, Alex, an administrator, disclosed:

> AB 705 more than anything else has put me… in working collaborating and almost directing the work, but definitely working collaboratively with instructional faculty more than ever. The task group, my input, my visiting their department meetings, the updates that I provide them from the chancellor's office, reporting academic senate. I am the face of AB 705…and I don't usually have to have this level of influence over instructional faculty. It's positive in that way. It's breaking down silos, sticking [me] over in Math for a three-hour conversation. (personal communication, February 2019)

Alex described the benefits of being empowered by the college administration to lead the AB 705 workgroup in collaborative efforts with faculty. This act of shared leadership demonstrated that Alex was able to also break down silos to facilitate progress on the Academic Senate Resolution as well as the content of the guided self-placement tool (Kezar, 2014). From a critically informed scientific management perspective, organizations are places where power circulates among leaders and workers, between workers, and from workers to their work (Gonzales et. al., 2018). In this instance, the way Alex was able to break down silos through a redistribution of power, by leading AB 705 workgroup efforts, enabled collaboration and communication.

Other supports for transforming the campus culture were related to implementing multiple measures for placement. To elaborate, Jayden a faculty member in the school of math and science, described:

I'm eagerly part of the multiple measures and talking to students. For me, it's been so exciting because I'm talking to students who have never had somebody talk to them one-on-one about their abilities. When I have somebody tell me that they're going into the auto repair, I'll say, "That is awesome. That's an excellent program. Not everyone can do that. You're brilliant," et cetera. "Have you thought about also taking the prerequisites to be a mechanical engineer?" "Well, no." Then we can talk about, "You know, if you took this class, that class, that class as you went." It's been really exciting. I have a really positive attitude for every one of our

students and it's been exciting to be able to share that with them.

(personal communication, February 2019)

As in the example Jayden shared, the intent of AB 705 is to create opportunities for students. A student might be on track in a declared major, but with validation and encouragement from faculty and staff that student could decided to strive for more. Jayden credited the work the campus had done with multiple measures as a way to promote student success. At the same time, the work with multiple measures and advising validated Jayden's role as advisor and faculty member.

Other funding supports, that benefitted faculty, staff, and administration, for transforming the campus culture were related to Guided Pathways and equity funds. Tanner, an administrator, confirmed this by stating, funds were allocated through Guided Pathways "to pay faculty stipends to create these self-guided placement tools and realign their curriculum" (personal communication, February 2019). Tanner also confirmed,

Our allocation for Guided Pathways is $3 million over three years and we're already in year two. And AB 705 is a piece of Guided Pathways…we have spent very little of [that budget], and [we are] more than happy to dedicate a big chunk of those resources to AB 705. But we also have equity money and student success money, and that's all sort of been rolled into one right now. (personal communication, February 2019)

Tanner expressed the college's willingness to fund AB 705 activities and reform efforts, particularly because they tied into Guided Pathways reforms. Moreover,

159

Tanner mentioned that equity funds and student success funds could also be utilized to support AB 705 efforts.

To ensure added support for Guided Pathways and AB 705, the college decide to assign release time for a coordinator position. Tanner explained, "Out of our Guided Pathways budget, we did allocate resources to fund 100% release time for a full-time faculty member to serve in the role as Guided Pathways coordinator…who is completely dedicated to Guided Pathways and AB 705" (personal communication, February 2019). With a dedicated coordinator, additional progress can be made on AB 705 efforts.

Support for staff members entailed funding related to Guided Pathways and equity funds, clear alliances with student services, and backing from the student services administration related to tutoring services, the summer/winter bridge program, and counseling. These supports were corroborated by participant interviews and general observations that occurred during data collection.

In transforming the campus culture, Nelky, administrator, highlighted the importance of the supports that were made available, but made specific reference to the main resources. "We did some stipends, maybe food when the work group met and the primary resources were faculty appointments, the leadership appointments… human resources" (Nelky personal communication, March 2019). Nelky recognized that "human resources" were the most significant factor in the AB 705 implementation efforts at Nepantla College. Ultimately,

appointing people who are willing and motivated to advance the initiative is critical.

Nelky exemplified the theme of transforming the campus culture, with the following:

I think, between AB 705 and now Guided Pathways, it doesn't ask, it refocuses us not on the institution and our culture but on students and students' experience. And I think that's a change in culture, right? It doesn't matter if it works for us, it doesn't matter if we understand it, it doesn't matter our idiosyncratic behavior as educators. What matters is "Was it easy for the students? Did they understand? Did they stay? Did they complete?" (personal communication, March 2019)

Nelky alluded to the divisions of support for AB 705 in the change efforts and drew attention to the initiative as a "change in culture." However, rather than focusing on the faculty and staff responses to AB 705, Nelky chose to prioritize what the changes mean for students and to question how they experienced their time at Nepantla College. As an administrator, Nelky's leadership shaped a deep commitment to the student experience and articulated a profound dedication to transforming the campus culture.

Professional Development as a Support

Internal and external professional development supported faculty, staff, and administration in response to AB 705. Professional development in the California Community Colleges is described as the Flexible Calendar program

and is often referred to as Flex. Flex activities can include training programs, retreats, and workshops among other activities (CCCCO, 2019).

Findings revealed that Flex offerings, primarily focused on faculty, are offered year-round; however, a majority of faculty only participate during the major Flex activities. The college offered five days of Flex during fall semester and an additional two days during spring semester (Rori, personal communication, March 2019). The Flex activities for Spring 2019 were completely devoted to professional development on Guided Pathways and AB 705. The Academic Senate Professional Development Committee at Nepantla College arranged to have two speakers from the State Academic Senate present. Flex options for Spring 2019 were centered on AB 705 and Guided Pathways. In fact, the Professional Development Committee decided to only offer those two topics. Alex stated, "AB 705 and Guided Pathways were huge. They did not even schedule [other] things. Those two were scheduled and nothing was else was scheduled, so that faculty could choose between Guided Pathways and AB 705" (personal communication, February 2019).

Another way faculty were supported included the Flex activity option of an online course in effective teaching practices. The course was designed by the Association for College and University Educators (ACUE). In the 2018-19 school year, the inaugural year for the ACUE course offering, 36 faculty participated. The Professional Development Committee also offered monthly workshops on how to "Flip" the classroom. Flipping the classroom is a pedagogical approach

that introduces students to the content first (such as lecture videos or PowerPoint presentations with voice-overs) and reinforces processing during the class meeting time.

Other findings included existing support for professional development for Reading Apprenticeship and On Course. Per the WestEd website (2019), "Reading Apprenticeship is an accessible research-based teaching framework that helps college faculty boost students' critical literacy skills and confidence while teaching course content." The On Course workshop is "an on-campus learner-centered professional development event designed to provide participants with innovative strategies for empowering [Nepantla College] students to become active, responsible and successful learners" (Nepantla College, n.d.).

Additional key supports for faculty included available stipends for curriculum work related to AB 705 as well as funding for professional development to attend conferences. For professional development, "we still get 1,000 bucks a faculty member no matter what," Jayden confirmed. One faculty member reported that they were able to attend conferences related to AB 705. Jesse stated,

> I've gone to a bunch of [California Acceleration Project (CAP)] things, in
> another role that I had before, as we were developing a first-year
> experience kind of program. A group of us actually attended, and we went

through the full CAP training. It was like a two was two sets of weekends

basically. (personal communication, March 2019)

Jesse confirmed that a group from Nepantla College were able to attend an

intensive round of professional development offerings by the California

Acceleration Project[5]. However, another faculty member reported not being able

to attain funding. Jayden, explained, "I wanted to go to the CAP stuff and I was

told that there wasn't any money for me to go to that. A year later [the

administration] was looking for people to send" (personal communication,

February 2019). Jayden brought up that when the opportunity to attend a

workshop arose, funding was not available from the department. However,

Jayden was still able to gain funding to attend from the student services

administration.

Still, administration confirmed professional development was encouraged

as a part of supporting AB 705 reforms. Rae, an administrator, mentioned the

communications that were sent out regarding opportunities for learning about AB

705:

I constantly send the faculty development opportunities. Academic senate

has just recently been providing academic senate conferences and

workshops on AB 705, with no faculty wanting to participate. A matter of

fact, I've found colleges that I feel are doing innovative things as far as AB

---

[5] The California Acceleration Project is a faculty-led professional development network focused on transforming developmental education in California.

705, and actually were ahead of the time for AB 705…so I've sent faculty

workshop opportunities to go to those colleges to find out what they're

doing. I've offered to pay for faculty to go and once again, faculty feels that

no other college is doing anything that they would be interested in knowing

about.

Rae established that email communications were sent to faculty about various

opportunities, but noted certain faculty were not willing to participate. Rae's quote

was representative of the fractured shared governance structures at Nepantla

College and illustrated how ruptures in shared governance can impede

institution-wide reforms. Moreover, this example was suggestive of the barriers of

power and resistance discussed in the previous section. As it related to

professional development, it was significant to distinguish that professional

development was made available though it may not have been used as a

resource.

Both Rori and Nelky, a faculty and administrator, respectively, confirmed

professional development was in place to support faculty, Jaime's response

contradicted their accounts. Jaime, a faculty member in the school of math and

science, stated, "As far as educating our own faculty about stuff, I would say that

there's minimal to nothing" (personal communication, February 2019). This

division of opinion represents the differences in perception between what is

available for faculty Flex offerings and what some faculty perceive as a lack of

support. Along the same lines, Jayden, another faculty member in the school of

math and science, recommended a different approach to traditional presentation style professional development. Jayden proposed,

> I would recommend somebody with knowledge on implementation, retreating with the faculty and having the faculty come and do all the lab stuff and look up the statistics themselves and have them design a model that would give you statistics you would believe. Then look and see if those statistics are available.
>
> Just to have [faculty] get their hands dirty in the process, because they just said, "No, this couldn't happen. It's impossible," and then boom, it happened. I think that most of their arguments could be discredited, but it would take them doing it themselves to discredit it. I think that would be a way to help them implement [AB 705] and get behind it to be more involved in it from the beginning. (personal communication, February 2019)

Jayden referenced certain faculty need more than a PowerPoint presentation on AB 705 and outcomes related to throughput. By spending extensive time with application and guidance of how throughput would work at Nepantla College, only then might faculty better understand the rationale behind the logic models being presented by the Academic Senate and the Research and Planning Group. The professional development Jayden recommended is in line with the notion of sensemaking that is needed to sustain second-order changes. Again, sensemaking occurs as change agents are encouraged to explore how the

change effort defines, or redefines, their role within the institution and develop

new understandings of familiar concepts (Kezar, 2014).

With regard to professional development for the campus community,

Tanner conveyed that certain emails for professional development are sent to

different groups on campus:

> Math, English, and ESL faculty have been invited to the AB 705
>
> [workshops]. And counselors, and anybody involved in the matriculation
>
> process. So, that includes classified staff in the admissions and records
>
> area. The more generic Guided Pathways stuff, that [email] blast goes out
>
> to everybody. (personal communication, February 2019)

Tanner's observations confirmed professional development was a support for

implementing AB 705. Additionally, there were email notifications sent out to the

entire campus community to cultivate awareness around both initiatives, Guided

Pathways and AB 705.

Though there were some options available to the campus community,

professional development offerings were mainly geared toward faculty. Of the

various opportunities for faculty to attend professional development, Rori, a

faculty member, acknowledged, "It's scattershot. It's all little pieces here and

there and what we're trying to do is pull them together into one big plan"

(personal communication, March 2019). Nelky, an administrator, confirmed, "we

are really lacking in professional development for our classified staff and

leadership…. we have a work group identified to create a professional

development plan, which will most likely include state initiatives like AB 705"

(personal statement, March 2019). This is very important that change agents are

developing a campus-wide professional development plan to address

professional learning for initiatives like AB 705. As previously discussed, one of

the barriers for implementing AB 705 originated with a lack of knowledge about

the law.

>Rori detailed the Professional Development Committee's plan for a plan,
>Our first step is to create a plan, an institutional plan that involves
>everybody. Our next step is to start looking at what do specific areas want
>and need and how do we help them meet those needs. Our own individual
>faculty don't have professional development plans. We are just not
>there…. [However,] we're all on that same boat and we're all moving
>towards it, so we're creating that plan now and a budget. (personal
>communication, March 2019)

From Rori's comments the plan will entail conversations that include all members

of the campus community. Moreover, the Professional Development Committee

will require further inquiry into individual needs to provide ways to meet those

needs. The intent to create a campus-wide institutional plan revealed Nepantla's

use of professional development as a support and showed a commitment to

continued professional learning in the future for everyone at the college.

To reiterate the findings of what supports were available to faculty, staff,

and administration, several identified supports were the administrative leadership

within student services, a strong AB 705 steering committee, and various funding sources through the use of equity and Guided Pathways funds. Of all these resources, the prominent support that was identified were the "human resources" who contributed to transforming the campus culture (Nelky, personal communication, March 2019). Other instrumental supports that were available, and are still developing, aligned with the use of professional development. Findings demonstrated a need for additional professional learning around AB 705. Moreover, Nepantla College recognized this need and is developing a plan for a campus-wide professional development plan.

This section articulated findings in response to the second research question and elaborated on themes that were constructed from the data. The themes were: *Power as a Barrier to Creating Change*, C*onfusion as a Barrier*, *Time as a Barrier*, and *Resistance as a Barrier*, *Transforming the Campus Culture*, and *Professional Development as a Support*. In the final section of this chapter, I disclose the findings in response to the third research question.

Implications for Equitable Outcomes of Students

While the previous sections respond to research questions one and two, this next section addresses findings related to research question three: What are the perceived implications for equitable outcomes of students based on organizational changes? This section explores the findings through three themes that were constructed from the data. These themes include *Prioritizing Equity through Institutional Documents, Removing Institutional Barriers as a Form of*

Student Empowerment, and *Threats to Equitable Outcomes.* Participant interviews, institutional documents (Nepantla College's mission statements and the 2017-19 Integrated Plan for Basic Skills Initiative, Student Equity, and Student Success and Support Program), and an observation of an equity committee meeting provided insight into the implications for equitable outcomes of students.

Prioritizing Equity Through Institutional Documents

Mission statements and other official organizational documents provide a framework for long-term change efforts (Kezar, 2014); these formal documents influence what decision makers focus on in terms of institutional goals and values (Malcom-Piqueux, & Bensimon, 2018). Therefore, this theme considered how institutional documents influenced AB 705 reform efforts at Nepantla College. Also, this theme considered the perceived implications for equitable outcomes. Thus, participant responses and institutional documents informed how Nepantla College is prioritizing equity for students.

Nine of the 11 participants worked at Nepantla College for over ten years and were able to provide perspective into the historical mission of the college. For example, Jayden, a faculty member, described the previous mission statement, "The mission had nothing in it about reflecting the diversity of the community…. Our mission evolved from being this huge long thing to being very succinct and basically saying we want to serve the community in whatever needs to happen" (Jayden, personal communication, February 2019). Jayden's insight

is significant because Nepantla College's surrounding community population had an ethnic composition of over 50% Latina/o/x and almost 40% White (Nepantla College, n.d.). The other 10% included American Indian and Alaska Native, Asian, Black, two or more races, and other ethnicities (Nepantla College, n.d.). By changing the mission statement to be more inclusive of the community it serves, it can be a guide for change (Malcom-Piqueux, & Bensimon, 2018).

Nelky, an administrator, mentioned the college mission had recently been revised to better address the diverse student population it serves and its surrounding community (personal communication, March 2019). I triangulated these findings with a review of the college's mission statements. The mission statement, and its past two iterations, did not reflect the status of the college as an HSI; however, the current mission statement did include language to recognize that the mission is to contribute to the achievement, knowledge, and success of the diverse students at Nepantla College (Nepantla College, n.d.). While additional steps can be taken to incorporate language reflecting the HSI designation into the mission (Malcom-Piqueux, & Bensimon, 2018), it still reflects progress toward a more inclusive mission. In creating a more inclusive mission, the change agents at Nepantla College demonstrated a shift to valuing the diversity of the student population.

Another organizational document included in my data collection was the 2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program. The Integrated Plan, required system wide in all

California Community Colleges, is an accountability tool for promoting equity and student success. It is also tied to Title 5 funding to support activities and goals outlined in the plan. The California Community College's Chancellor's Office (2019) articulates the rationale for an integrated plan and states,

> The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and Title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations.

This integration, which took effect in Fall 2017, merged the planning process from the three separate initiatives: the Basic Skills Initiative (which supported developmental education), Student Equity Program (which ensured equal educational opportunities by developing goals and activities to address disparities), and Student Success and Support Program (which focused on access and completion). This background information clarifies how Nepantla College used the Integrated Plan to drive equity efforts on campus and how activities outlined in this plan align to the intent of AB 705 to support equitable outcomes for students.

It is significant to note that Nepantla's Integrated Plan (from 2017-2019) was not specifically referenced by any of the participants, but much of the outlined activities in the document were discussed at great length in interviews

172

and in the Equity Committee meeting I observed. Moreover, several participants mentioned results of the disproportionate impact analysis, a component of the plan.

Numerous activities—such as the summer/winter bridge program, self-placement into developmental math, Early Alert and intrusive counseling, and professional development with On Course and Reading Apprenticeship— served as components of the college's response to AB 705 and were in place before the legislation was enacted. Other activities not included in the 2017-19 Integrated Plan—like creating the digital self-guide placement tool and removing the requirements for pre-requisites and the placement test—constituted a more recent response. Overall, the foundations of the college's response to AB 705 were informed by the actions explicitly outlined in the Integrated Plan.

Another notable finding that emerged in connection to the Integrated Plan was related to a disproportionate impact[6] study at the research site. To elaborate, a component of the Integrated Plan is to inform decisions and goal setting with data from a disproportionate impact analysis:

Education Code requires that colleges analyze data for the following

student groups and, if appropriate, develop subgroup-specific goals:

current or former foster youth, students with disabilities, low-income

students, veterans, American Indian or Alaskan Native, Asian students,

---

[6] Disproportionate impact occurs when some students' access to crucial resources is impeded, which may negatively impact their academic success; key causes of disproportionate impact are inequitable practices, policies and approaches to student support (California Community Colleges Chancellor's Office, 2013).

black or African American, Hispanic or Latino, Native Hawaiian or other

Pacific Islander, white, some other race, and more than one race. (CCCO,

2017)

In other words, goals should be formed based on disaggregated data. This

prioritizes goal setting to target student groups who may have been negatively

impacted in their educational trajectory. The requirement forces colleges to

determine which subgroups have been disproportionately impacted in terms of

access (successful enrollment), retention from Fall to Spring, transfer to a four-

year institution, completion of transfer-level English and math, and earned credit

over 18 units (certificate, associate's degree, and CCC bachelor's degree)

(CCCC, 2019).

Jesse, a faculty member and part of the equity committee described one if

the challenges that arose related to Nepantla's disproportionate impact analysis.

Jesse reported, "At this school because it's a vast majority Hispanic population,

when you kind of compare the different groups, at least by ethnicity it's a little

difficult to find disproportionate impact" (personal communication, March 2019).

Jesse's comment is significant because the data findings initially made it seem

like the largest student group (over 70%), who are Hispanic/Latina/o/x, did not

have a negative impact in terms of access, retention, transfer, completion and

credits earned when compared to the whole campus population. In other words,

if the majority of the student population is Hispanic/Latina/o/x, then with minimal

analysis, there would not be a significant difference in the indicators for student success.

However, achievement gaps were revealed because the data was further disaggregated. Institutional research, at the college, then considered the number of students who were impacted and disaggregated subgroup proportion of the total population (an action that was recommended by CCCCO called Percentage Point Gap Methodology) (Nepantla College, n.d.). To clarify, the data needed to be examined by subgroups (current or former foster youth, students with disabilities, low-income students, veterans) to see the disparities in terms of access, retention, transfer, completion, and credits earned. A disproportionate impact study, disaggregated by subgroups, is a more accurate way of examining inequities that may be occurring among student subgroups (i.e. a Hispanic veteran or a Black veteran, or a White former foster youth). This was imperative for student equity outcomes because the data did not initially reflect various achievement gaps which can only be found by disaggregating different indicators.

Kai, a faculty member, described the effects of only conducting the minimal level of analysis, "When we first did ours here, one of our largest disproportionate impact was there between the average student was white males. We thought, 'That was kind of amusing. We need to address that.' It was all in fun" (personal communication, March 2019). In this example, they were facetiously remarking about real inequities in the college. Moreover, Kai's

175

example implied white males were not typically thought of when considering disproportionate impact. Kai's statement is a testament to how racial inequalities and concerns for social justice still tend to be trivialized in some respects. Tanner, an administrator, also referred to the disproportionate impact analysis results and offered what the college did to respond to the report:

> So, what we did was whenever we looked at any area where our school was underperforming, we put equity dollars behind that, because we knew that [more than 70 percent] of those students were going be Hispanic or Latino. And we found no disproportionate impact between Hispanic Latino and let's say white students or African American students….we decided to build interventions in the areas where we were underperforming. We found some disproportionate impact pockets in foster youth. African American males. And Pacific Islander. But the *n* on those populations is so small that in order to have a bigger impact, we decided to start with our Hispanic Latino students. (personal communication, February 2019)

Tanner stated the college's response was to examine underperforming areas and apply equity funds to improve outcomes. In addition, the college made a point to target the larger population of Hispanic and Latina/o/x students to have bigger impact on those underperforming areas. As demonstrated, careful data analysis is critical. The way data is interpreted can have significant implications for equity. In this case, the college's Integrated Plan and corresponding disproportionate

impact analysis were used as a means of prioritizing equitable outcomes for students.

To summarize the findings for this theme, formal organizational documents like the mission statement and the Integrated Plan were used by change agents as ways to demonstrate a shift in the college's values and to better prioritize equitable outcomes for students. The next theme describes implications for equitable outcomes of students through removing institutional barriers as a form of student empowerment.

Removing Institutional Barriers as a Form of Student Empowerment

The theme of *Removing Institutional Barriers as a Form of Student Empowerment* articulates the way some change agents perceived AB 705 as a means of creating equitable access to transfer-level courses and, ultimately, as a means for students to achieve their higher education aspirations. As a reminder, California Assembly Bill 705 (2017) explicitly states, "The choice of assessment instruments and placement policies has serious implications for equity, since students of color are more likely to be placed into remedial courses." This means implications for equitable outcomes are dependent on how the college responded to AB 705 particularly related to decisions on placement and assessment.

Administrators play a significant role in how AB 705 is implemented because they have the capacity to direct change by modifying structures, leveraging devices such as strategic plans, and altering mission and vision statements among other means (Kezar, 2014). Thus, it is critical to understand

177

how administrators perceive equity to better recognize the potential for positive

equitable outcomes with the AB 705 change initiative. For instance, Nelky, an

administrator, suggested that it is the institution's responsibility to remove

barriers to equity:

> Two-year community college systems, we are an equalizing force. For
>
> everybody that has [been] turned down and [told] "No, you don't have
>
> access to education. No, you don't deserve education. No, your family is
>
> different; therefore, they don't get any of the privileges." For every time
>
> someone said "No," we are here to say, "Yes," "Yes," and "Yes." (personal
>
> communication, March 20, 2019)

Nelky described how discrimination plays a role in access to education. Nelky

clearly valued the equalizing attributes of the community college system and

demonstrated how perceptions and values influence decision-making. Nelky's

awareness of inequities contributed to institutional barriers being removed in the

interest of cultivating student empowerment. For instance, in collaboration with

other administrators, the college was able to eradicate the pre-requisite blocks in

the registration system, enabling students to enroll directly into transfer-level

English and math courses.

Awareness of various factors is key to removing institutional barriers. If

individuals do not perceive the existence of barriers, then there is no need to

remove what does not exist. It is important to note some of the barriers related to

educational attainment. Frances, a faculty member, described some of the realities that exist for Nepantla College student populations:

> Not only are we a Hispanic learning institution, but we're almost entirely made up of first-generation college students. And the culture of those two populations is that they're not going to be able to be given guidance at home. They haven't had parents who have gone through college to be able to question things in the same way. And so, traditionally, those students have simply gone exactly where they were told to go, based on an assessment test. (personal communication, March 2019)

As Frances mentioned, most of the student population at the college would benefit from additional guidance as they may not have someone at home who has had to navigate the complexities of college. Frances noted that first-generation and Hispanic students typically registered into developmental courses based on the results of the placement test because they did not know how to question the system. Similarly, Nelky maintained, "The assessment test was acting as a barrier to those populations. And historically, testing has done that depending on your socioeconomic status and the education levels of the families" (personal communication, March 2019). Without the assessment, students are no longer required to take a test that is not predictive of their true capabilities (Belfield & Crosta, 2012).

Other ways Nepantla College was successful in removing barriers for students was through participation in the Multiple Measures Assessment

Project[7]. MMAP was a precursor to AB 705 reform requirements. Related to the recent developmental reforms, the MMAP enabled a movement toward equitable outcomes at the research site within the past several years (Nelky, personal communications, March 2019; Rori, personal communication, March 2019). Nepantla College was already in compliance with AB 705 for English because of the college's involvement in the project. The college had already completed curriculum changes to their English developmental course sequence to span only two semesters.

Though these organizational changes at Nepantla College were enacted prior to AB 705, they were in definitive alignment with the call for equitable practices to support students of color in AB 705 implementation efforts (Rodriguez, Cuellar Mejia, & Johnson, 2018). Two administrators, Alex and Nelky acknowledged that results of the English MMAP pilot "indicated that it benefited the students of color more than the dominant group" (Alex, personal communication, February 2019). To elaborate, Alex continued:

> It was applied equally to everybody, but the students of color were most likely to have been negatively impacted by the ACCUPLACER in that they tested lower, we placed them higher and they were still succeeding at the same rate. So, it erased that gap for our students of color in English only. (personal communication, February 2019)

---

[7] A pilot initiative that preceded AB 705 legislation—see Chapter Two for more details.

From an equity perspective, by using high school performance data to place students and not the ACCUPLACER assessment alone, students of color were able to place into the higher course and showed that they could complete the transfer-level English course at the same rate as their peers. As mentioned, part of the MMAP project entailed redesigning course sequences where the English department decided to compress four below transfer-level courses (two Reading and two English) into one combined below transfer-level course (Nelky, personal communication, March 2019). When the MMAP pilot was complete, the college English department elected to keep the established curriculum changes and scale the offerings.

With changes to the English department course offerings (in only having one below transfer level course), a guided self-placement for developmental math (initiated in Fall of 2016), and scaling of the summer/winter bridge program, Nepantla College was able to increase student success metrics within recent years (Nelky, personal communication, March 2019). Referring to previous pilots, Nelky confirmed that using guided self-placement and removing barriers like the assessment test effectually "mitigated the equity gaps for Latino Hispanic students and African American students" (personal communication, March 2019). Nelky continued:

> In scale with AB 705, it's not just a few hundred students, it's thousands of students who we will have mitigated the equity gap to access and completion for at least Latinos and African American students. We don't

have equity gaps in some of the other groups, but we did in those groups

for college level math completion. (personal communication, March 2019)

As Nelky indicated, there were implications to close equity gaps with the full force

of AB 705 compliance. In time, there is potential for closing equity gaps

completely.

Many participants perceive AB 705 as a way to empower students to

make the choices they need to attain their higher education aspirations. Alex

commented, "From a counselor's perspective, implementing AB 705 is offering

respect, freedom, and power to the individual students" (personal

communication, February 2019). Alex also pointed out that AB 705 gives

students the responsibility and option to take ownership over the courses they

take in order to propel themselves forward "in their careers and their educational

journeys" (personal communication, February 2019). Because students now

have more control over placement, they are able to spend less time in remedial

classes. Similarly, other participants mentioned shifts in power connected to AB

705. Nelky, mentioned that students should be aware of a little-known fact

regarding shared governance: "Students have more power than they know"

(Nelky, personal communication, March 2019). In this instance, Nelky was

referring to the way students can advocate and take even ownership of their

rights associated with AB 705. Still, Jayden noted this shift in power in a different

way referring more to the shift in power away from faculty,

It means doors are opening! It means the gate is up, that the faculty have

had such a strong voice and not allowing change…. I'm just so optimistic

that the gate is up, no longer are we the gatekeeper… or yeah—no longer

do we have the power to continue to be the gatekeeper. (personal

communication, February 2019)

Jayden was talking about the placement reforms that were made and how

students can challenge placement in any below transfer-level course (CCCCO,

2019). According to Jayden, the power has shifted to students and faculty no

longer have the ability to keep the gate closed. Clearly there were faculty and

administration who were trying to implement AB 705 as intended, by focusing on

its implications for equity.

Even promoting enrollment into the Sociology Statistics course was a way

of removing institutional barriers to promote student equity. For instance, Tanner,

an administrator, stated, "I know too many students personally who have given

up on their education because they got all the way to the end of an associate's

degree and got stuck at math" (personal communication, February 2019).

Traditional math pathways (arithmetic to pre-algebra to beginning algebra to

intermediate algebra) have historically impeded student completion (Public Policy

Institute of California, 2017), and the same was true at Nepantla College.

Alluding to how students were able to enroll in the social statistics course,

Rori described a new shift with distinct implications for students, "that shift with

students kind of walking with their feet" (personal communication, March 2019).

183

As highlighted in *Instructional/Curriculum Changes* for the math department, students were enrolling more in the social science statistics course, which satisfies the qualitative reasoning requirement for transfer. This removing the institutional barrier of traditional math empowered students, particularly humanities and liberal arts students, to have access to various math pathways.

In the same manner, removing pre-requisite blocks and allowing students to enter directly into transfer-level math and English provided a number of benefits for students. For example, being able to enroll directly in transfer-level math, "from the student services perspective and from students themselves, it removed a significant barrier to their success" (Nelky, personal communication, March 2019). Participants perceived that AB 705 gives students "opportunity" and is equitable in the sense that "students no longer are going to be frustrated and stuck when they are not able to complete the other courses that they need" (Charlie, personal communication, March 2019). Charlie emphasized, from an equity perspective, "We see most of our students, Hispanic Latino students placing into remedial courses…. It provides more level playing fields" (personal communication, March 2019).

In addition to creating more equitable opportunities for students, participants suggested other benefits related to student equity. For instance, Rori and Kai, faculty members, remarked that AB 705 will decrease the amount of time and money a student will spend on their education (personal communication, March 2019). Ultimately, because of AB 705, more students will

184

have access to timely degree completion because of open registration into transfer-level coursework.

To summarize, *Removing Institutional Barriers as a Form of Student Empowerment*, characterized the way change agents at Nepantla College perceived the benefits of AB 705. Participants mentioned direct placement into transfer-level courses, involvement in the MMAP pilot, no longer having to take the ACCUPLACER, and increased access to the social statistics course as ways of increasing equitable outcomes for students. While some institutional barriers were removed, it is important to recognize the threats to equitable outcomes that still exist. Thus, the next section addresses these threats.

Threats to Equitable Outcomes

Several threats were identified in the data that would have negative implications for equitable outcomes for students. For instance, changes and results related to AB 705 reforms require an increase in growth mindset[8] on behalf of students and teachers alike. Participants brought up insights regarding student motivation and instilled self-doubt. To illustrate, Jayden, a faculty member, mentioned an important aspect of AB 705 reforms related to growth mindset. Jayden observed, that a challenge "is students [saying], 'But I'm not ready for college level. I know I've always been bad at math.' We need their buy-in. Again, open mindset, growth mindset" (personal communication, February

---

[8] Growth Mindset is the idea that people can develop their basic abilities through hard work and dedication; alternatively, a fixed mindset is the idea that basic abilities are fixed traits and cannot be changed (Dweck, 2016).

185

2019). To clarify, Jayden identified fixed mindset, from students, as a potential threat to student success.

The concept of fixed mindset is also a threat related to the way certain faculty responded to AB 705. To demonstrate this threat, Kai indicated this concern with,

> I hope there's not faculty out there who just are so set on this not working. Their plan will be to make sure. Well, it didn't work in my class…You know one of those self-fulfilling prophecies? "I have a bad group of students here, I don't know, none of them should be in my class right now. I don't know why they're here." And if you walk in with that attitude, that's not good for the students. (personal communication, March 2019)

In this example, Kai suggested a fixed mindset could impede student success. While Kai posed the comment by saying "I hope there's not faculty out there…," other participants confirmed students' right to fail and even referenced a plan to fail students to show that AB 705 will not work (personal communication, March 2019). Kai highlighted a major concern; the intent of AB 705 is to remove barriers and increase equitable outcomes, however, the threat remains for students to, yet again, be subjected to unequitable practices and deficit perspectives.

Likewise, Rori disclosed another way students at Nepantla College might be impacted. During a meeting, Rori asked, "What concurrent supports are you creating for students who are going to be directly in the transfer level courses?"

186

(personal communication, March 2019). The response Rori received was "Well, we don't have anything planned and nor does English" (personal communication, March 2019). Rori voiced concerns over the remark,

> They're not planning any kind of supports for students and that's worrisome. This is kind of, "You're going to tell us what to do and we're not happy about that, so we're going to actively kind of sabotage, we're going to prove that you're wrong." That's just unfortunate because it's the students who will suffer. (personal communication, March 20, 2019)

From Rori's perspective, inaction was equated to an act of defiance by other faculty. In the same way, not creating any instructional supports for transfer-level classes was perceived as a means of retaliation over the mandates instituted by AB 705. To reiterate, deficit perspectives held by certain faculty, staff, and administration could have detrimental implications for student equity.

Similarly, Jayden also, described threats to equitable outcomes relative to implicit biases, "I've never heard anyone in my department use the word 'equity' or 'equitable.' I have heard them say, 'Well, of course our numbers are low, look at our demographic'" (personal communication, February 2019). This quote highlights the implicit (or explicit) bias that existed among some faculty and demonstrated Jayden's perception of how the department "never" used language to address equity.

Along the same lines, race-neutral and color-blind approaches to understanding equity (and the implications AB 705 has to increase equitable outcomes) are a threat to equitable outcomes for students. Color-blindness, or not "seeing" a person by the color of their skin, is a way for whites to convey resentment for minorities (Bonilla-Silva, 2014). Bonilla-Silva (2014) articulates that color blindness is used to "criticize [minorities'] morality, values, and work ethic" (p.4). Correspondingly, meritocratic ideologies which do not leave room for systemic inequalities, or views that people should be privileged and selected based on their abilities, also manifested in participant responses. To illustrate, Rae, an administrator, argued:

> The push is, is the reason why we need to get rid of the lower level math classes and English classes is because we're putting up road blocks for students of color, and that that's a problem and we need to change that. So, what we're in one way, and I'm just going to be honest here, what we're suggesting is students of color can't do the work of students who are white. What's the issue there? We need to be really careful there. (personal communication, February 2019)

Rae initially acknowledged the need to reform developmental education and stated how below transfer-level courses are an obstacle for students of color. Clearly, Rae was aware of this, but also identified the requirements of AB 705 as a "push." The reference to "push" seemed to be referring to the fact that AB 705

188

was an external mandate legislated by the state and is therefore 'pushed' upon the college. Rae then transitioned into notions of color-blindness and meritocracy with "what we're suggesting is students of color can't do the work of students that are white" (personal communication, February 2019). This quote is vitally important because it is an administrator who, very honestly, stated that AB 705 is less of a means to promote equity and access and more of a way to upend meritocracy.

Initiatives like AB 705 and Guided Pathways, while intended to increase access and equitable outcomes, are not always implemented with an equity mindset by the people working directly with students. While a law is a law, AB 705 did not mandate practitioners to change their beliefs and values. Rae shifted to questioning the value of a community college degree with,

> All students need to rise to the level of college level content. What are we giving a degree for at any college or university if we're not expecting students to learn a certain level of content of material? So, for the HSI students, I don't see HSI students any different than any of my other students. I don't see black students any different than white students as far as this goes. (personal communication, February 2019)

Rae was driven by the concern for the value of a degree. In this quote, Rae demonstrated a belief in high expectations as a standard for education, concerned mostly with the rigor of the material that students should master to

earn a degree. This value is not a misplaced; however, in holding color-blind views, it makes it difficult for Rae to 'see' the systemic barriers that exists for students of color. During the interview, Rae did not mention any factors that may have contributed to existing system inequities. To reiterate, administration plays an influential role in change initiatives. It is imperative to realize that, as an administrator, Rae's perspective of student success and equity influence decision-making policies and practices that directly affect student outcomes.

To summarize the findings for the third research question, *Prioritizing Equity Through Institutional Documents* described how the mission statement evolved to be more inclusive and how the 2017-19 Integrated Plan influenced equity-focused changes, in alignment with AB 705. *Removing Institutional Barriers as a Form of Student Empowerment* illustrated how removing barriers, like the ACCUPLACER and the developmental course sequences in the traditional math pathways, created a positive outlook for equitable outcomes for students. In the third theme, *Threats to Equitable Outcomes*, highlighted perceived threats to equity. These threats included fixed mindsets, unequitable practices, and deficit perspectives. Moreover, findings indicated that acts of sabotage, implicit biases, and race-neutral and color-blind approaches to understanding equity were also perceived threats to equitable student outcomes.

Summary of Findings and Results

To address research question number one, I introduced the findings, organized by the themes, to detail the key changes Nepantla College made in

response to AB 705. The section was comprised of the following themes, *Creating New Pathways*, *Curricular and Co-Curricular Designs*, and *Non-Curricular Supports*. Research question number two, What are the barriers for faculty, staff, and administration as they implement changes?, was addressed within each of the themes, *Power as a Barrier to Creating Change*, C*onfusion as a Barrier*, *Time as a Barrier*, and *Resistance as a Barrier*, *Transforming the Campus Culture*, and *Professional Development as a Support*. The third research question, What are the implications for equitable outcomes of students?, was answered with findings organized by the following themes: *Prioritizing Equity through Institutional Documents, Removing Institutional Barriers as a Form of Student Empowerment,* and *Threats to Equitable Outcomes.* The next chapter includes a theoretical framework discussion on Nepantla College's approach to change, a summary of the findings with a discussion, recommendations for change agents, limitations, and recommendations for future research.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

Introduction

This qualitative research utilized an instrumental case study design (Stake, 1995). The purpose for this study was to examine organizational changes, at a Hispanic Serving Community College, in response to AB 705. The theoretical framework, critical organizational theory (Gonzales et al., 2018; Kezar, 2014), informed my study.

Three research questions guided the inquiry: 1.) What organizational changes have occurred and continue to develop, at a Hispanic Serving California Community College in response to AB 705? 2.) What are the supports and barriers for faculty, staff, and administration as they implement changes? 3.) What are the perceived implications equitable outcomes for students based on organizational changes?

This study contributes to the minimal literature that has been conducted on the way community colleges have responded to AB 705. The existing research has been conducted mostly by the Research and Planning Group, the California Acceleration Project, and the Public Policy Institute of California to fill this void. The findings for this study are particularly significant because the research was conducted at a Hispanic Serving Institution with a majority Hispanic/Latina/o/x student population. This project answered a call for further research on how AB 705 is being implemented (PPIC, 2018). It focused on what organizational

changes have occurred and continued to develop in response to AB 705. This study also explored what barriers and supports existed for faculty, staff, and administrators through the change process, and the perceived implications for equitable outcomes of students.

This chapter includes a theoretical framework discussion on Nepantla College's approach to change leading to a summary of the findings in conjunction with the existing literature, which informs the recommendations I make for change agents. Also within the chapter, limitations of the study are disclosed to demonstrate the trustworthiness of my data (Glesne, 2011) and to advance opportunities for additional research. The chapter culminates with a summary of my study and final thoughts.

Theoretical Framework Discussion

To review, the findings of this study were comprised from 11 interviews with participants of various organizational levels—supplemental support staff, faculty, mid-level administration, and high-level administration—to understand the implementation of Assembly Bill 705 at a Hispanic Serving Community College in California. Other sources of data collection included document review, physical artifacts, and observations to triangulate the findings (Glesne, 2011) and capture the complexity of the issue (Stake, 1995).

Different levels of administration were included because these individuals shape reform efforts throughout their college as mandated through direction from the President and Board of Trustees (CAPR, 2017). Faculty and staff voices

were incorporated as they play a critical role in facilitating student awareness of the changes being implemented (Bailey, Jaggars, & Jenkins, 2015). Moreover, faculty and staff can influence the level of care and validation students experience—which are vitally important for students of color (Wood & Harris, 2017).

The theoretical framework used to guide this study was informed by organizational change theory (Kezar, 2014) and from Gonzales, Kanhai, and Hall's (2018) work that re-imagines organizational theories to prioritize social justice. Change processes consider the type of change, the context for change, and the role of agency/leadership to inform the approach (or theories to apply) to the initiative (Kezar, 2014). Change is a multi-level process because leadership (and change) ensues at every level of an organization (Kezar, 2014; Sturdy & Grey, 2003). The term *change agent* refers to anyone who capable of creating change (Kezar, 2014). Change theory posits two types of change, first order and second order (Kezar, 2014). Second order change entails evaluation of underlying values, structures, processes, assumptions, and culture (Kezar, 2014). Incorporating multiple theories (Scientific Management, Evolutionary, Social Cognition, Cultural, Political, and Institutional) to analyze and determine an approach to creating change is critical (Kezar, 2014).

Gonzales and colleagues (2018) re-imagined organizational perspectives from four schools of thought (Scientific Management, Organizational Behavior, Environmental Perspectives, and Organizational Culture) to foreground justice.

They maintain that transformational research only comes from embracing

radically different lenses (Gonzales et al., 2018).

Change Approach at Nepantla College

Type of Change

Content of change: external threat; values dissonance--requiring sensemaking

Degree of change: second order change

Levels of change: state and institutional levels

Focus of change: organizational structures, processes, and implications for equity

Forces and sources of change: external and internal

Context for Change

Social, political, and economic factors: legislation, Guided Pathways, student centered funding

External stakeholders: state legislature, public

Institutional status: challenging departmental values

Institutional culture: climate shifting "transformational"

Capacity and readiness: strong capacity and some readiness

Agency/Leadership

Top down versus bottom up: formal authority and agency

Collective leadership: collective leadership among key change agents

Shared leadership: shared interest among Guided Pathways comittees, Equity committee, and Counseling

Approach to Change

Scientific management theory: Restructuring, examination of organizational infrastructure (as part of Guided Pathways), professional development

Evolutionary theory: establishing a taskforce, having flexible structures (pre-requisites & social statistics), mostly proactive approaches, incorporating broad team input (taskforce)

Political theory: identifying allies, persuasion and influence, building relationships, negotiating

Figure 4. Change Approach at Nepantla College.

As indicated in Figure 4, AB 705 is an external, state-mandated legislation that requires compliance by Fall 2019. The level of change required for AB 705 mandates represented a second order change (Kezar, 2014) because it necessitated a restructure of the matriculation and onboarding processes for placement, an evaluation of underlying values and assumptions (regarding equity and access) and facilitated a shift in campus culture. To some extent, this change initiative was seen as an external threat by some change agents. In other cases, the changes required for compliance, like access to transfer-level quantitative reasoning courses, created values dissonance.

Implementing AB 705 requirements required both external and internal force for change to occur. For instance, the AB 705 workgroup who led the change initiative was created in response to the external mandate; however, changes were facilitated to reach compliance through a number of internal key change agents who supported the initiative.

Context for Change

As noted in Figure 4, the social, political, and economic factors that influenced the second order change were grounded in the legislative action. Moreover, Guided Pathways—a framework for promoting student success in a highly structured approach, which is also being implemented throughout the CCC system—was identified as a corresponding initiative that framed the change efforts around implementing AB 705 requirements. An economic factor that was

identified in participant interviews was the Student Centered Funding Formula, a new way of allocating funding to California community college districts. Together, these factors set a framework for the AB 705 change efforts and detailed the context for the case.

While leaders typically only focus on one aspect (structure, process, or attitude) in a change initiative (Kezar, 2014), in the research site, two priority concentrations were structures and processes and, to a lesser extent, attitude (or values). Regarding structure, the AB 705 workgroup prioritized compliance by focusing on evaluating and restructuring the matriculation process. Concerning process, the change agents at the college needed to re-design support services, curriculum, admissions processes, and pedagogical approaches used in response to AB 705. Nepantla College's solutions did not focus on attitude, or consider a shift in values, as part of the change initiative.

Agency/Leadership

Leadership, from all levels of an institution, is a significant factor in change processes (Kezar, 2014). Kezar (2014) stresses, "Being a successful change agent requires a broad and expansive view of leadership, beyond individuals in positions of power to collectives or networks of individuals—to include all members of the campus" (p.110). As indicated in Figure 4, the start of compliance toward AB 705 commenced in a number of ways. Compliance began partly because the college administration implemented a task force in response to the Common Assessment Initiative (CAI)—an initiative to have one

assessment test throughout the CCC system. The CAI task force subsequently converted to the AB 705 work group (Nelky, personal communication, March 2019).

Compliance to AB 705 also originated from existing supports within the college (i.e. momentum from the summer/winter bridge program, extensive use of the learning and tutoring center resources, support from the counseling department, and attendance from the English department faculty at California Acceleration Project workshops). Therefore, California Assembly Bill 705 is a top-down initiative, stemming from the legislative mandate and reinforced by the college's Board of Trustees and senior administration; however, there were elements of collective leadership (among key change agents and allies) and shared leadership (such as shared interest among Guided Pathways Committees and Equity Committees) in place at Nepantla College that coincided with the implementation of AB 705.

Approach to Change

Figure 4 provides an overview of the change approach at Nepantla College. In this section, I make connections to various schools of thought, primarily scientific management theory, evolutionary theory, and political theory, to demonstrate the ways that Nepantla College responded to AB 705 (Kezar, 2014).

In the literature on change, one of the main findings is that generating a multifaceted strategy and aligning to the change situation and type of change, often termed a multi-theory approach, stands a better chance of succeeding

(Bolman & Deal, 2007). I cannot attest if the college leadership's decisions were guided by organizational change theories because that was not the intent of this study; however, based on the data collected for the case study, I can offer that Nepantla College exemplified the application of several main theories in response to AB 705.

For instance, evolutionary theory is characterized by externally imposed pressures and unplanned change (Kezar, 2014). Often leaders make decisions to adapt to the unplanned changes. Kezar (2014) asserts, "Change happens because the environment demands that systems change in order to survive" (p. 28). Several of the key tactics, associated with evolutionary theory, that were employed by Nepantla leadership included: establishing an AB 705 taskforce, having flexible structures (turning off pre-requisites and offering social statistics options for transfer-level math), mostly engaging in proactive approaches, incorporating broad team input (taskforces and committees).

Similarly, tactics that align with scientific management theory were leveraged by Nepantla College in response to AB 705. In scientific management theory, change is seen as a positive and goal-oriented process (Kezar, 2014). Scientific management theory is characterized by a leader, at the center of the change process, who "aligns goals, sets expectations, models, communicates, engages, and rewards" (Kezar, 2014, p. 26). The tactics included: restructuring the matriculation process, examining organizational infrastructures (as part of Guided Pathways workgroups in connection with AB 705 initiatives), and offering

professional development opportunities (FLEX offerings and future plans for a

campus wide professional development plan).

Tactics aligned to political theories were also used in the college's response

to AB 705 such as: identifying allies as appointed leadership for the AB 705

workgroup (within different departments and levels of the institution), persuasion

and influence, building relationships, and negotiating. Political theories focus on

the political aspect of change. In political theories, Kotter (1985) points out that

networking, agenda setting, forming coalitions, negotiating, and bargaining are all

skills necessary to create political change. Similarly, Kezar (2014) recommends,

"In order to build coalitions, change agents need to identify key people to

facilitate change as well as individuals who will likely resist the change" (p. 35).

One of the principal goals for networking is to develop strategic relationships with

key people (Hearn, 1996); those key individuals can then help overcome

resistance when necessary.

Ultimately, Nepantla College's response to AB 705 leveraged a variety of

tactics to support the implementation of the initiative. Based on evidence that

emerged from this case study, strategies from evolutionary theories, scientific

management theories, and political theories were employed in response to the

legislation.

Summary of Findings and Discussion

This section provides an overview of the findings synthesized with literature from the field as a foundation for recommendations, limitations, and future research.

Table 1. Nepantla College Key Organizational Changes in Response to AB 705

Key Changes in Response to AB 705				
Supports for Faculty, Staff, and Administration	**Creating New Pathways**			**Barriers for Faculty, Staff, and Administration**
	Discontinued use of ACCUPLACER	Communications to students	Pre-requisite blocks removed in registration system · Self-guided placement tool	
	Curricular and Co-Curricular Designs			
	Math	English	English as a Second Language	
	· Transfer-level social statistics course option · Split pre-Algebra course into two pathways (1) a pre-statistics/liberal arts math and (2) STEM · Additional hiring of statistics and economics faculty	· MMAP existing curriculum (one level below transfer and transfer level sequence) · Challenges of creating co-requisite support courses	· Integrated Reading and Writing coursework · Existing course offering 'overlays' with credit and non-credit co-requisites · Waiting for guidance	
	Non-Curricular Supports			
	Counseling	Tutoring	Supplemental Instruction · Summer/ Winter Bridge	
	Implications for Equitable Outcomes for Students			

<u>Key Changes in Response to AB 705</u>

As outlined in Table 1, Nepantla College responded to AB 705 in a variety of ways, but predominantly with changes to the placement process, curricular solutions and co-curricular designs, and other non-curricular supplemental supports. The college's response to AB 705 is framed by implications for equitable outcomes and barriers and supports for faculty, staff, and administration.

Key findings related to placement solutions involved restructuring the placement process, deactivating the pre-requisite blocks in the registration system, creating self-guided placement tools, discontinuing use of the ACCUPLACER test, and communicating with students about their rights to enroll in transfer-level courses. Placement solutions at Nepantla College align with recommendations issued from the Board of Governors and Chancellor's office.

The Public Policy Institute of California (2017) identified that successfully completing transfer-level math is still a barrier for a majority of students, even with reforms in place. Therefore, there is a need to understand how colleges are responding to and supporting recent reform efforts such as AB 705 and Guided Pathways. Thus, in the findings, priority was given to the math/quantitative reasoning instructional and curricular solutions, and to a lesser extent, English and ESL department solutions.

English as a Second Language findings included the existence of integrated reading and writing coursework. This type of curricular support has

203

been a developmental reform solution in other states such as Texas (Doran, 2015; Rutschow & Schneider, 2011). Moreover, integrated classroom supports can increase comprehension skills, retention rates, and critical thinking skills (Rutschow & Schneider, 2011).

The ESL department developed a creative solution for credit/non-credit co-requisites, which also included online course sections, which allow students increased flexibility without incurring the additional costs of taking on more units. Additional research is needed for how online instruction and cost affect student use, especially for Hispanic/Latina/o/x students, of web enhance instruction (Shehadeh, 2013). Faculty noted that changes had recently been made to deactivate one of the below transfer-level courses and redesign the materials used in the remaining two levels for the credit ESL courses. The ESL faculty collaborated with the English faculty on the self-guided placement tool so it would be sufficient for both departments. Other findings include that the department was waiting for guidance from the Chancellor's Office and the Board of Governors. Collaboration among departments and regular communication are essentially "vehicles for change" that can help facilitate sensemaking and organizational learning (Kezar, 2014, p. 67). Other "vehicles for change" also include facilitating interactions among individuals, creating opportunities for conversations to aid people in questioning their norms, and increasing exposure to new ideas or values (Kezar, 2014, p. 67). At Nepantla College, increasing the use of "vehicles for change" would help change agents implement AB 705 to a

greater extent. Moreover, leveraging "vehicles for change" would assist in institutionalizing reforms at the college (Kezar, 2014).

Instructional and curricular solutions in English were already in alignment with AB 705 requirements and originated with participation in a MMAP pilot. The course sequence includes one below transfer level course and the English transfer level course, maximizing the probability that students complete the transfer level course within one year. The benefit of engaging in the MMAP pilot meant that Nepantla College was already providing a way for students to access transfer-level English in one year. All below-transfer level course offerings except for one were eliminated. This change aligned to the PPIC (2017) recommendation that colleges consider eliminating the lowest levels of developmental course offerings. Students were also able to place themselves directly into the transfer level course as pre-requisites were turned off in the registration system. Citing breakdowns in communication and motivation, participants noted the challenges encountered while trying to pass a co-requisite Reading course through to the Curriculum Committee for approval. Further enquiry into these obstacles would be helpful to avoid them or navigate them more successfully in the future.

Major findings regarding math/quantitative reasoning included a shift to enrolling students into the Sociology department's social statistics course, the creation of a pre-Algebra course to support pre-statistics/liberal arts math, hiring additional statistics and economics faculty, and the presence of resistance to

change (and AB 705) in the math department. The math department decided to not create co-requisite supports and little change in pedagogy was made to instruction in transfer-level courses. There was no intent to eliminate any of the lowest levels of the developmental math sequence. Developing changes for math/quantitative reasoning included expanding opportunities for students with Distance Education as part of the CVC-OEI program and cultivating conversations for offering additional business math and economics courses.

The main findings for non-curricular supplemental supports were comprised of counseling, tutoring, supplemental instruction, and the summer/winter bridge program. These findings correspond to the results of a recently released report by the RP group. Results from the AB 705 Implementation Survey, which was conducted in Winter 2018, established the most common forms of student services or academic support are comprised of: tutoring, supplemental instruction, embedded tutoring, Early alert, and counseling (RP Group, 2019).

Barriers for Faculty, Staff, and Administration

Barriers for faculty, staff and administration overlapped were summarized by the following themes: *Power as a Barrier to Creating Change*, C*onfusion as a Barrier*, *Time as a Barrier*, and *Resistance as a Barrier*.

Related to power as a barrier, participants explicitly mentioned the feeling of being excluded, or being left out of the dialogue, from the implementation process for AB 705. Though this sentiment was not felt by all participants, it is clearly an area for further research to understand what factors made the

participants feel this way, especially, because deep change necessitates inclusivity (Kezar, 2014). Moreover, notions of dissent indicated a need for expanded shared leadership strategies by utilizing top-down and bottom-up, or grassroots, change agents to lead change from both sides of the organization thereby increasing buy-in and support (Kezar, 2014).

Associated with confusion as a barrier, uncertainty was a factor in the way Nepantla College approached the self-guided placement tool creation, the way faculty attempted to develop co-requisite supports, and the way participants interpreted supplemental instruction.

Regarding time, Nepantla College needed time. More time was needed to process the changes, time to understand what AB 705 means for classroom instruction, and time to refine advising and counseling language presented to students. Additional time would have helped to build up tutoring supports for students (in statistics and contextualized math). And, more time was crucial for faculty, staff, and administration to learn where additional assistance was needed (whether it be funding, continued professional learning, sensemaking, reflection, evaluation, or refinement).

Resistance as a barrier was foregrounded in participant responses regarding math/quantitative reasoning and to a lesser degree English. Participants perceived that resistance stemmed from an unwillingness to change, little support by mid-level administration to participate in professional development, and little to no opportunities for sensemaking to occur. Faculty felt

like AB 705 was forced upon them without any way of understanding what it really means for their responsibilities and roles in the institution. Kezar (2014) argues that sensemaking must occur across the institution, not only among a few key individuals, to sustain second-order change. Though Flex offerings for Spring 2019 included presentations for Guided Pathways and AB 705 from statewide academic senate members, faculty participants described wanting access to professional development along the lines of sensemaking opportunities.

Comments included that math faculty be encouraged to use their college's data to see outcomes for throughput rates (as described in recent presentations from the RP group) as well as creating Flex that allows math faculty to be hands on with strategies and supports in the classroom. Faculty, particularly math faculty, need the ability to mathematically see how AB 705 reforms increase the probability for students to complete transfer-level math/quantitative reasoning courses. Resistance often manifests due to a lack of understanding about the change itself. Campus change agents must consider not only *how* to rationalize the change, but also be able to appeal to people's emotions during the change process (Kezar, 2014).

In summary, participants referenced barriers which warranted more time, guidance and clarification, and inclusion in reform efforts. These findings vary slightly from the findings of the RP Group's (2019) report. The RP Group (2019) indicated that colleges replied to their survey with the following four areas of needed support: (1) funding and professional development, (2) guidance and

clarification, (3) data and technology, (4) other needs for implementation.

<u>Supports for Faculty, Staff, and Administration</u>

Supports for faculty, staff, and administration were characterized by the themes *Transforming the Campus Culture* and *Professional Development as a Support*. Based on the findings, one of the supports was the administrative leadership within student services, which demonstrated a transparent support from student services administration for tutoring, the summer/winter bridge program, and counseling. Another support was the AB 705 steering committee, which guided efforts related to Academic Senate (resolutions related to AB 705) and the creation of the self-guided placement tool.

 Other identified supports were various funding sources through the use of equity and Guided Pathways funds for stipends, Flex opportunities, and the designation of a full-time Guided Pathways Coordinator position. Related to professional development, a recently release study by the RP group (2019) cited broad institutional changes to support faculty as faculty professional development and faculty mentoring related to AB 705 implementation efforts. While Nepantla College did offer professional development to faculty, there was no mention of faculty mentoring opportunities.

Scholars identify three stages to a change process: 1.) mobilization or preparing a system for change, 2.) implementation or introducing the change, and 3.) institutionalization or establishing the changes as standard practice (Kramer, 2000). Nepantla College was at the implementation stage for AB 705 at

the time of this study. The college would benefit from leveraging professional development and sensemaking opportunities to increase the level of AB 705 implementation. Moreover, professional development and sensemaking also have the potential to support institutionalization of the establish changes by making them part of the everyday operations of the organization.

Other instrumental supports that were offered, and still in developing, were associated with the use of professional development. Findings confirmed a need for further professional learning related to AB 705. Moreover, Nepantla College recognized this need and was in the process of creating a plan for campus-wide professional development. Of all these resources, foundational support—which contributed to transforming the campus culture and leveraging professional development—came from backing from the office of the President and Board of Trustees.

Key Implications for Equitable Outcomes of Students

Three themes, *Prioritizing Equity through Institutional Documents, Removing Institutional Barriers as a Form of Student Empowerment,* and *Threats to Equitable Outcomes*, were constructed from the data to present findings in response to the third research question. Findings detailed how Nepantla College had recently changed their mission statement to be more inclusive and discussed how the 2017-19 Integrated Plan (Basic Skills Initiative, Student Equity, and Student Success and Support Program) was a foundation for many of ways the college had responded to AB 705. Official institutional documents provide a

framework for long-term change efforts (Kezar, 2014); these official mechanisms influence what decision makers focus on in terms of organizational goals and values (Malcom-Piqueux, & Bensimon, 2018).

Other findings highlighted what Nepantla College did to remove barriers, such as developmental English classes with the MMAP pilot and eliminating the use of the ACCUPLACER assessment. Numerous benefits correspond to the implementation of AB 705. Participants described the empowerment students now possess in being able to register directly in transfer-level coursework and how AB 705 leveled the playing field. Likewise, students were able to take math and quantitative reasoning courses that were more contextualized with their majors, like the social statistics course for liberal arts and humanities majors. Other departments, such as the business department, considered creating new math/quantitative reasoning curriculum in response to AB 705. The PPIC (2017) recommended colleges offer increased statistics and contextualized math/quantitative thinking pathways as alternatives to traditional developmental math sequences. AB 705 coupled with Guided Pathways has incited new ways of thinking about how students progress through college and attain their degrees.

Findings related to threats to equitable outcomes demonstrated fixed mindsets, deficit views of student capabilities, and unequitable practices. Additionally, findings indicated defiance toward supporting student success, the existence of implicit biases, and race-neutral and color-blind approaches to understanding equity. These findings connect back to the roles of faculty, staff,

and administrators, how they can facilitate or hinder student success

(Carrasquillo, 2013). Scholars contend the way faculty, counselors, staff, and

administration engage with students matters (Osei-Kofi & Rendon, 2005;

Solórzano & Villalpando, 1998; Wood & Harris, 2017).

Recommendations for Change Agents

The following recommendations are informed by the findings of this study

and are organized by recommendations for system-level change agents and

organizational level change agents. All change agents, at the system-level as

well as the institutional-level, should take ownership for student success as

research demonstrates how mindsets influence the success of change initiatives

(Kezar, 2014). Similarly, student equity must be prioritized in system-wide and

institutional planning. Community colleges are the most diverse system of higher

education in the nation (AACC, 2018). Change agents at all levels need to

create alliances that cultivate inclusion, equity and social justice to sustain

transformational reform efforts. In the same way, policy needs to accommodate

for a culture of learning in CCC systems. To put it another way, system and

institutional level changes need to be flexible enough to allow time for reflection

and sensemaking to cultivate deep change (Kezar, 2014). If change agents feel

pushed out and left out of reform efforts, then lasting transformational change

might not occur. From a critically informed view of scientific management, shared

leadership can be a means of circulating power among leaders and change

agents as it compels leaders to invite change agents at all levels to inform and

contribute to the organization (Gonzales et al, 2018). I recommend that leaders of AB 705 reform efforts leverage the notion of shared leadership to increase buy-in amongst change agents at various institutional levels to promote buy-in and increase motivation.

Many scholars have called for system-wide reforms (Contreras & Contreras, 2018; Cuellar Mejia, Rodriguez, & Johnson, 2016; Grubb & Cox, 2005; Grubb & Gabriner, 2013). AB 705, in conjunction with other initiatives like *Vision for Success* and Guided Pathways, promises to be the system reforms that were needed. As educational change agents, we have an obligation to creating lasting equitable changes in California's Community Colleges.

System-level Change Agents

Further alignment of California Community College system initiatives is needed. As disclosed in the findings, faculty, staff, and administration could all benefit from increased understanding of how statewide initiatives interconnect to support equitable access for students of color. Therefore, recommendations include improving the alignment of CCC initiatives to increase buy-in from administrators.

In addition to further aligning initiatives, the findings demonstrated a need for funding allocated to hiring more personnel, particularly equity-minded personnel. A majority of the participants expressed this need for additional full-time faculty, administrative assistants, student workers, counseling hours, and tutors (particularly in statistics). Thus, I recommend allocating funding to be

earmarked for hiring personnel who can help balance out the workload of implementing AB 705 at full scale. Similarly, I would recommend increased messaging about available professional development, stipends and incentive opportunities, at the grassroots level, for faculty willing to diversify their math/quantitative thinking course offerings. Faculty and staff working directly with students need to have the additional motivation to cultivate and sustain the changes being made in response to AB 705.

Another recommendation I would make would be to prioritize messaging and guidance for English as a Second Language departments who are preparing to implement AB 705 by Fall 2020. Much of the attention in the research has been paid to implementing AB 705 in math and English, while minimal attention has been devoted to guidance for ESL departments. In my study, math and English faculty expressed how frustrating the process was to wait for guidance, to develop a solution, have new guidance, and needing to redesign the solution several times over. If clear communication can be achieved and disseminated, it would only increase buy-in and motivation at the ground level. Moreover, additional messaging and direction from the Board of Governors can include ways that ESL pedagogies can be incorporated into English and math/quantitative courses to support the English as a Second Language learners in transfer-level coursework. The demographic patterns in K-12 education demonstrate that California systems of Higher Education need to respond to the ever-increasing diversity of our educational system. In 2015-16, Latina/o/x

students made up half of the 429,000 high school graduates and in 2016-17, Latina/o/x were the majority (54%) of the 6.2 million students enrolled in K-12 (California Acceleration Project, 2018). The Chancellor's Office and Board of Trustees must be effectively prepared to facilitate the success of California's future by addressing the needs of a diverse student population.

A final recommendation I would make to system-level change agents would be to promote the use of the Integrated Plan as a foundation for changes related to AB 705. Scholars promote the value of foregrounding justice and equity (Gonzales, Kanhai, & Hall, 2018) and aligning mission and official organizational documents with equity efforts (Malcom-Piqueux, & Bensimon, 2018). As discovered in my findings, Nepantla College was able to leverage a number of existing supports that tied directly into the 2017-19 Integrated Plan. For instance, even though curricular and co-curricular changes were limited, the college had developed several non-curricular supports such as tutoring services and supplemental instruction to aid students in transfer-level courses as well as comprehensive counseling services to assist with guidance.

Organizational Level Change Agents

Second-order change is transformational in that it challenges norms and values; it alters operating systems and even the culture of an institution (Kezar, 2014). With this in mind, I suggest four predominant recommendations: Allow time for sensemaking, institute collaboration and learning as a campus norm, prioritize responsibility for student success, and inform students of their rights.

Allow Time for Sensemaking. The presence of fear in conjunction with power dynamics at Nepantla College highlighted the influence of emotional labor (Gonzalez et al., 2018) and demonstrated an opportunity for administration to revisit strategies for sensemaking, or making new sense of things, to alter mindsets (Kezar, 2014). Sensemaking occurs when change agents examine how the new initiative defines their position within the organization, their duties and responsibilities, and their understanding the institution as a whole (Kezar, 2014). Ultimately changing behaviors and values, sensemaking requires that individuals associate new meaning to familiar notions (Weick, 1995).

Some participants had a deep understanding of AB 705 and were able to articulate both the benefits and challenges of the law. These participants happened to be engaged closely with the established AB 705 workgroup. Participants who expressed resistance and identified more challenges than benefits in the interview would undoubtedly benefit from additional sensemaking opportunities. Persons expressing frustrations and resistance to AB 705 should be included in future professional learning opportunities. Allowing time for sensemaking is imperative to change efforts.

Several strategies for sensemaking can be incorporated at the campus and department level. Common sensemaking vehicles, or ways that help people make new meaning, that are used in higher education consist of continuous and widespread conversations, collaborative leadership (such as a task force or work group), the creation of cross-departmental teams, inviting outside perspectives

216

(invited speakers, paid consultants, or outside change agents), sponsoring campus-wide professional development, preparing and conducting public presentations, and creating opportunities for documents and concept papers (Kezar, 2014; Weick, 1995).

Along these same lines, I would encourage change agents at all levels to take time to understand how sensemaking is occurring at a grassroots level. In other words, this might include listening to the needs of change agents who are working directly with students. For instance, Jayden and Jaime, both faculty members, stated that they needed to work through their own data to "believe" that they are really maximizing the probability. In response, a way for these faculty to make sense of AB 705 factors would be to involve them in local research and evaluation efforts (see RP Group 2018 Evaluation Plan Webinar as an example). It is especially critical for administrators to provide space, time, and guidance for sensemaking to occur. Keeping in mind the it is essential to establish safety and trust as part of the sensemaking process (Cox, 2004).

Institute Collaboration and Learning as a Campus Norm. To address many of the barriers from my findings, I would recommend the colleges institute collaboration and learning as a campus-wide norm. Administration can build spaces for grass-roots change and identify key individuals at all levels of the institution to be advocates for collaboration and learning. This means leveraging alliances and networks within the organization to promote and clarify expectations for collegiality. This can be done by reinforcing change agents'

awareness of interpersonal skills, such as empathy, emotional intelligence, and communication. When individuals feel validated in an organization, it strengthens overall organizational outcomes (Berkovich & Eyal, 2015). Thus, a culture of care and validation can extend out to students (Wood & Harris, 2017).

Moreover, literature on developmental instruction and reform efforts advocates specifically for faculty professional development related to culturally relevant pedagogical practices (Acevedo-Gil, 2018) and notes faculty professional development can help address achievement gaps in (PPIC, 2017). Professional learning on AB 705 and culturally relevant practices would be beneficial to faculty, staff, and administration equally. Various organizations offer professional development that would support learning aligned with AB 705, advocating for equity efforts, and addressing implicit biases. Several professional learning opportunities included the RP Group's Strengthening Student Success Conference, the California Acceleration Project AB 705 workshops and annual conference, and the Conference on Acceleration in Developmental Education (CADE). Participants mentioned online professional learning for effective teaching practices offered by the Association for College and University Educators (ACUE). Moreover, other opportunities include professional learning provided by the Center for Urban Education (CUE) and the Center for Organizational Responsibility and Advancement (CORA). These organizations develop workshops and presentations that are particularly beneficial for

218

incorporating equity-minded principles into the classroom (CUE) and supporting and teaching men of color (CORA).

Restore Shared Governance Practices. Shared governance has the potential to "improve communication, increase the breadth of understanding related to issues, and promote buy-in to decisions by all parties" (Cohen, Brawer, & Kisker, 2014, p.118). However, instances of fissures in the shared governance process were dominant in my findings. These rifts ultimately drive collaboration efforts apart and impede reform efforts; however, restoring shared governance practices has the potential to alleviate some of the emotional labor felt by the faculty at Nepantla College (Gonzales & Rincones, 2013). As mentioned, certain faculty, and even administration felt excluded from reform efforts, which in turn cultivated animosity and resistance. I recommend campus leaders and change agents at all levels to reflect on the benefits of learning from different perspectives to honor shared governance practices and acknowledge the emotions that others are feeling in response to change initiatives. I would recommend that administration invite faculty to the table when discussing further implementation efforts as well as inviting recommendations from faculty and staff for institutionalization efforts—to establish the changes as standard practice (Kramer, 2000). Similarly, I encourage faculty and staff to reinvest in collaborative shared governance practices rather than opting out of opportunities to contribute to reform efforts.

Prioritize Responsibility for Student Success. To empower traditionally underserved students, institutional cultures—values, beliefs, artifacts, and norms that guide behaviors at higher education institutions—need to transform (Conrad & Gasman, 2015). One of these ways, is to "expect everyone to take responsibility for the learning and progress of students" (Conrad & Gasman, 2015, p. 271). As demonstrated in my findings, there is a need for the campus community to cultivate student success through equity-focused, campus-wide professional learning. As an extension of sensemaking, campus-level change agents need to have a more comprehensive understanding of, and respect for the communities and students they serve.

Participants mentioned concerns over students 'not being ready' and challenges of having a more diverse student population to teach. Consequently, I highly recommend, to advance equitable outcomes for students of color, all change agents must "call out and strike down the deficit views of students," (Conrad & Gasman, 2015, p. 270). If institutional agents hold deficit perspectives of students, then students are less likely to be successful in their academic endeavors. Traditional views of remedial education stemmed from students needing to be 'fixed' (Bensimon, 2005; Levin, 2007; Wood, Harris, & White, 2015) and, historically, community colleges have been vital to higher educational attainment, especially for students of color, low-socioeconomic, and other marginalized student populations (Bailey, Jaggars, & Jenkins, 2015; Conrad & Gasman, 2015). Therefore, it is critical for more agents of change take action to

bring awareness to and reject negative perspectives of students, and at the same time acknowledge their own implicit biases. This can be accomplished with professional development and regular opportunities to discuss challenges and find solutions.

At the same time, there is need to acknowledge the existing innovative and contextualized ways that other faculty have promoted success with their instructional pedagogy, culture of validation, and collaboration with other change agents, which are essential at a Hispanic serving community college (Garcia, 2019). Therefore, I also recommend celebrating agents of change who are doing innovative work and cultivating student success. This can be done by garnering resources to support and scale the innovative work, recognition or awards, or potentially providing additional administrative support (such as a student assistant) to help alleviate menial responsibilities. Additionally, innovative faculty and staff can be identified as bottom-up leaders grassroots leaders and advocates to incite change (Kezar, 2014).

Inform Students of Their Rights. While AB 705's intent is to "maximize the probability" that a student will enter and complete transfer-level ESL courses within three years and English and math with a one-year time frame (A.B. 705, 2017, para. 2), California Assembly Bill 1805 mandates that community colleges communicate with students about their rights to enroll in transfer-level coursework. As a stipulation for funding associated with the Student Equity and Achievement Program, AB 1805 also requires colleges to annually report their

221

placement results and publicly post the information disaggregated by ethnicity

and race (A.B. 1805). Thus, in alignment with AB 1805, I recommend that

colleges and organizational change agents inform students of their rights. This

can be done in a number of ways, for instance, colleges have created videos

(see College of the Sequoias video) and websites (see Fresno City College AB

705 website) to inform students to inform students about AB 705. Communication

can take the form of social media posts. For instance, faculty can ask a student

to share on various social media platforms. The Chancellor's Office created an

informational video titled *Know Your Rights: The AB 705 Initiative and What it*

Means for Students that can be shared with organizational change agents and

students alike. Student led organizations, like Students Making a Change, have

led sign campaigns on AB 705 and educating fellow students on how excessive

developmental course sequences are detrimental for ambitions to transfer to

four-year institutions. Even promoting student rights via easel signs around

campus (such as Riverside Community College District) is a way to get the

information out to students and encourage them to meet with counselors for

additional guidance.

<div align="center">Limitations</div>

Limitations of my study are disclosed in this section as a way to establish

trustworthiness (Glesne, 2011). The main limitation, which influenced other

limitations of the study, was the length of time in the field (Tracy, 2010). A

longitudinal study would have provided more insight into the policy changes and

implementation process; however, this study focused on a window of time in the Spring 2019 semester. Assembly Bill 705 required compliance by Fall 2019 and a longitudinal study would have allowed for a more complete picture of the change process (Kezar, 2014). Additionally, due to time and monetary constraints, the study was limited to one research site. In a system level reform like AB 705, conducting a comparative case study (Stake, 1995) would certainly yield additional insights to how colleges are responding to AB 705.

Another limitation to the study was participant sample size. Lincoln and Guba (1985) recommend eliciting participants until saturation is achieved. However, again due to a limitation of resources, 19 participants were contacted via email, only 11 participants agreed to meet for an interview. Additionally, the study was designed to include administrators; however, only four agreed to participate. Similarly, I intended to include adjunct faculty in the study. I sent adjunct faculty the initial email request, as well as a tailored follow up request outlining how their role as adjunct faculty was important to the study's goals. Had additional resources been available, additional participants from various departments and institutional positions would have been included.

A third major limitation stems from not being able to disclose the participants' positions due to confidentiality. While I, to the utmost ability, protect the identity of my participants, a limitation of the study was not being able to disclose, to a greater degree, how power structures influenced the implementation of the change initiative. Despite these limitations, rigorous data

collection methods still produced meaningful, significant findings and themes (Tracy, 2010).

Future Research

On a foundational level, I recommend a longitudinal study that can devote additional time to data collection and participant sampling. Moreover, a comparative case study would produce additional awareness of how colleges are choosing to respond to AB 705. Likewise, increasing the sample size to include additional top-level administration, Board of Trustees members, contingent faculty, technology staff, and other key change agents would provide even more insight into the complexity of the case (Stake, 1995). Finally, as mentioned in my limitations, future research could leverage different methodologies to explore how power and positions impact change initiatives.

To elaborate on the results of this study, I make the following recommendations for future research.

Prioritizing Equity

Nationally, there has been an increase in developmental education legislation (CAPR, 2018; Doran, 2015). Future research on developmental reforms have powerful implications for equity. Further studies should be framed from a critical paradigm to foreground issues of equity and social justice (Gonzales, Kanhai, & Hall, 2018). Moreover, leveraging organizational change theories as a framework can be transformative in nature. Organizational change theory assumes whole entities—a campus, a system, a district—are required to

create change (Kezar, 2014). Educational leaders and agents of change would benefit from leveraging organizational change theory from a critical perspective in future studies to foreground justice, particularly with system-level reforms like Guided Pathways. In connection with my limitations, future research can include an examination of how power structures (considering roles and responsibilities) influence the level of implementation of an equity-minded change initiative.

<u>Placement Process Outcomes</u>

As placement processes at community colleges have changed to incorporate guided-self placement and additional forms of counseling (such as online counseling), more research is needed to understand the effectiveness of these processes, but also the outcomes for student completion rates in the transfer-level courses. Participants reported having a more diverse population in the transfer-level courses leading to the assumption that instruction may need to change to accommodate student needs. Therefore, additional research is needed to understand what accommodations and instructional decisions are being used to support student success. From a critical perspective, questions might include: How have new placement practices increased equitable outcomes in transfer-level courses? In what ways are faculty integrating culturally relevant pedagogies? How are faculty cultivating an environment of belonging and validation? What role does implicit bias play in instruction? How do color-blind and race-neutral perspectives influence student completion rates?

Diversification of Math Pathways

Additional research around placement process and instructional pedagogy is encouraged, in combination with further investigation into the various math/quantitative reasoning pathways that qualify for transfer (Burdman, P., Booth, K., Thorn, C., Bahr, P. R., McNaughtan, J., & Jackson, G. 2018). Nepantla College demonstrated the application of diversifying their math pathways with the social statistics course and initiating conversations for the creation of a business math course. A recent publication by WestEd promoted the diversification of math pathways and cited three common types of pathways for math, nationally, as (1) a statistics pathway, (2) a quantitative reasoning pathway, and (3) an algebra-based path for STEM majors. Additionally, other math pathways include more contextualized math offerings such as math for educators, business math, computer science, technical math, and courses for specific trades like clinical calculations (Burdman, P., Booth, K., Thorn, C., Bahr, P. R., McNaughtan, J., & Jackson, G. 2018). Future research around diversification of math pathways might consider: How are colleges diversifying their math pathways? What does pedagogy look like in a traditional pathway versus a contextualized course offering? What are the ramifications of diverse math pathway course offerings at Minority Serving Institutions?

Sensemaking

Sensemaking is a means to alter mindsets, which ultimately influence priorities, commitments, actions, values and norms (Eckel & Kezar, 2003). Future

research should consider the role of sensemaking within institutions related to change initiatives, but also what it means to work at a Hispanic Serving Institution. In this study, participants in various positions described a greater need for both organizational learning and sensemaking opportunities. As developmental reform efforts play out at colleges around the nation, there will be ample opportunities for investigation into how colleges created sensemaking for change agents at various levels of the institution. Similarly, as more and more campuses emerge as HSIs, further research is critical in understanding how campus level change agents make sense of their HSI designation and what that means for how students are served. Questions for future research may include: How are Hispanic Serving Institutions using sensemaking to create deep change? What are the implications for student success if an organization is effective in creating sensemaking for institutional change agents? How do faculty at Hispanic Serving Institutions make sense of AB 705? What role does sensemaking have for student services change agents at an HSI?

Emotional Labor in Shared Governance

My research was focused on exploring organizational changes in response to AB 705. However, this dissertation also documented faculty divisiveness and emotional labor in response to an external, top-down legislative mandate. Labor in/justice, such as the exploitation of emotional labor, in the shared governance process as well as fissures in the shared governance process warrant more research, particularly as they relate to equity-driven

227

initiatives. For example, on May 10, 2019, the Faculty Association of California Community Colleges Board of Governors unanimously held a vote of no confidence in Chancellor Oakley's administration citing lack of shared governance related to the onslaught of CCC system-wide initiatives (Smith, 2019). This event is significant as it directly relates to the potential implications of not addressing emotions throughout change processes. Additional research is vital to understanding the ramifications of not supporting sensemaking and inclusiveness in the shared governance process.

Future research can focus on the cultural and political dimensions of change. For instance, future studies could elucidate the ambiguities surrounding academic senate leadership being in opposition to the very faculty they represent. Additionally, future research can examine the implications of counseling departments dropping prerequisite blocks without full dialogue with discipline level experts. Studies can also consider the implications of leaders' dual roles in driving (or hindering) change or studies can examine system-level dynamics of the triumvirate of the Chancellor's Office, State Academic Senate, and community colleges or college divisiveness over 10+1 matters.

Conclusion

This instrumental case study represents an opportunity to contribute to literature in the field that prioritizes social justice and equity efforts. In closing, this dissertation is a testament to how a Hispanic serving community college responded to legislation developed to address the systemic inequities that exist

in higher education. I found that resistance persists, but so does hope. Rigor

does not need to be compromised, but the way information is presented needs to

change. An organization's approach to change must be guided by urgency, and

yet must still allow time for sensemaking. Change efforts must honor the

intricacies of relationships; change agents are people with emotions. They have

values, hopes, and fears; emotional labor is a factor in these change processes

and should be considered to validate the individuals engaged in change efforts.

To return to Gloria Anzaldúa's words, we are ready for change. Our future

depends on it, together, "*sí se puede, que así sea,* so be it, *estamos listas,*

vamonos. Now let us shift" (Anzaldúa, 2002, p.576).

APPENDIX A

RECRUITMENT EMAIL

Good Morning/Good Afternoon XXXX,

My name is Audrey Baca, and I am a doctoral candidate in California State University, San Bernardino's Educational Leadership program. My dissertation, *"Now Let Us Shift": A Case Study of Implementing Developmental Education Reform in a Hispanic Serving Community College*, aims to explore organizational changes at a Hispanic Serving Community College as a result of California Assembly Bill 705.

I am writing to you because you have been identified as a key individual based on your connection to the implementation of AB 705 at your college. I would like opportunity to conduct at least one interview with you that will likely take between 30 to 60 minutes.

If you are interested in participating, I will meet with you at a time and location of your choice. Or, if more convenient, I would be happy to set up a meeting via Zoom, a video and web conferencing service.

Please let me know if you would be willing to consider my request or if you would like to discuss it further. Thank you in advance for your consideration, and I hope to hear from you soon.

All my best,

Audrey Baca

APPENDIX B

PARTICIPANT INFORMED CONSENT

PARTICIPANT INFORMED CONSENT

The study you are being invited to participate in is designed to investigate organizational changes, both policies and practices, that are related to California Assembly Bill 705. This study is being conducted by *Audrey Marie Baca, Ed.D. candidate*, under the supervision of *Dr. Nancy Acevedo-Gil, Assistant Professor of Educational Leadership, California State University, San Bernardino*. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this study is to examine organizational changes that may occur at a Hispanic Serving Community College as a result of California Assembly Bill 705, particularly related to:
•   Instructional pedagogy
•   The integration or role of technology

Expected results include an understanding of how and to what extent the community college has implemented AB 705 into policies and practices. Overall, this study addresses a gap in the literature regarding the implementation of AB 705, particularly for understanding what is being done to support students from an equity viewpoint. This project promises to contribute to the current discourse surrounding developmental education reforms. Also, this project will highlight implications for practice and policy and make recommendations for future research.

DESCRIPTION: You will be invited to participate in an interview. Your participation in the interview will require between 30 to 60 minutes of your time. A second interview may be requested, at a later date, if needed for follow up or for clarification. Interviews will be conducted based on your preference, either face-to-face, or face-to-face via an online Zoom session, a video and web conferencing service. The time and location of the interview is also based on your convenience. With your permission, all interviews will be audio recorded.

PARTICIPATION: Your participation in this study is completely voluntary. You can decide not to answer all or specific questions in the interview, even if you have signed this letter of consent. You can freely withdraw from participation at any time. Your decision not to participate in this study's activities will have no penalty of any kind.

CONFIDENTIAL: To maintain confidentiality, I will use pseudonyms for the name of the college and all participants. Your name will not be used, and utmost care will be taken to protect your confidentiality. To further disguise the identity of participants, as well as the names of people mentioned in the interviews, I will also take measures to use gender-neutral names such as Adrian or Jesse for pseudonyms. Additionally, I will take care to disguise the ethnic/racial identity of the participants and anyone mentioned in the interviews. Moreover, academic titles and profiles will be further disguised with more generic terms such as mid-level administrator, high-level administrator, staff, faculty, or

counselor. For example, a Dean of Student Services Counseling would be referred to as a mid-level administrator.

The audio recordings will be transcribed and submitted to a third-party transcription service, Rev.com. Rev.com cites that all files are stored securely using TLS 1.2 encryption. Additional measures indicate that the Rev. files are only made available to the professional assigned to the transcription. The company requires that all professionals sign strict confidentiality agreements. Once transcriptions are received, I will request that Rev.com delete the files associated with my transaction. The audio recordings will be destroyed after the transcribing of data. To safeguard the data, it will be stored in the investigator's home office in a locked file cabinet and/or a password protected computer.

DURATION: Individual interviews will last approximately 30 to 60 minutes. However, you can end the interview early, if needed and do not have to answer every question. If clarification or follow up is needed from the initial interview, a second interview may be requested and would last approximately 10 to 30 minutes.

RISKS: There are no anticipated risks or discomforts for participating in this study as you and your institution will not be identifiable by name. However, you may experience some discomfort at completing the interview or you might be inconvenienced from taking time out of your schedule to participate in the interview.

BENEFITS: You may not directly benefit from participating in this study. However, you will be contributing to the overall understanding of how AB 705 policies and practices are being implemented at a Hispanic Serving California Community College.

AUDIO: As part of this research project, and to ensure accurate data collection for later review, I will be making a digital recording of you during your interview. Please indicate you are willing to consent by initialing below. In any use of this digital recording, your name would *not* be identified. If you do not want to be recorded, I will only take handwritten notes.

I understand that this research interview will be audio recorded. Please initial if you agree: _____

CONTACT: If you have any questions about this study and/or research subjects' rights, please contact
Audrey Baca, Ed.D. Candidate, at (XXX) XXX-XXXX or audrb300@coyote.csusb.edu or Dr. Nancy Acevedo-Gil, Assistant Professor, at (XXX) XXX-XXXX or nacevedo-gil@csusb.edu. You may also contact California State University, San Bernardino's Institutional Review Board Compliance Officer, Michael Gillespie at (909) 537-7588 or mgillesp@csusb.edu.

RESULTS: The results of the study may be obtained through ScholarWorks.

CONFIRMATION STATEMENT:
I have read and understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I am over the age of 18 years and have been given a copy of this form.

SIGNATURE:

Signature:_____   Date:_____

Name:_____
     (Please Print)

The copy of this consent form is for your records.

APPENDIX C

INTERVIEW PROTOCOL

INTERVIEW PROTOCOL

Date:

Participant Name	Title or Position	Time at College

Introduction

Thank you for agreeing to participate in this study. You may stop this interview at any time. I may take notes on your responses to ask follow up questions for clarification. As mentioned in the informed consent, I will be using a digital recording device to record the interview. If you are uncomfortable being recorded, please let me know. I can stop the recording at any point during the interview process and, with your permission, take handwritten notes. May I begin recording?

[Start recording]

1. Please discuss your role at your college. What is your Title/Position? Why did you decide to work at this campus?
2. How long have you worked in your current position? Department? At the campus?
3. How would you describe the mission of the college? How would you describe the campus culture?
4. Are you familiar with California Assembly Bill 705?
   (optional)
   AB 705 is a law that took effect on Jan. 1st 2018. It requires all 115 California Community Colleges to use multiple measures for placement and establishes that colleges "maximize the probability" that entering students complete transfer-level courses within a one-year time frame in English and Math (A.B. 705, 2017). And, within a three-year timeframe for students enrolled in English as a Second Language courses to complete transfer-level English. Latina/o/x students who persist to college, tend to enter through community college (Contreras & Contreras, 2018) and until the recent passage of California Assembly Bill 705, would have more likely been placed in developmental education courses (PPIC, 2018).
5. What are the benefits of implementing AB 705? What are the challenges?
6. How does AB 705 affect your role on campus? What does AB 705 mean to you?
7. What are your department's plans to support the initiative?
8. Can you please describe your department's attitude towards AB 705? Why do you think so?

9. Considering your student population, can you please describe what AB 705 means for student equity on your campus regarding decision-making in policies and practices?
10. What are the strategies (structural, procedural, or innovative) your campus/department plans to use to meet the expectations of AB 705?
    a. Instructional (Curriculum)?
    b. Supplemental Support (Advising, Tutoring, Supplemental Instruction)?
    c. Technological?
    d. Professional Development?
    e. Regarding equitable outcomes?
11. Can you please describe the type of resources, if any, that are being offered to you, or your department, to implement or scale up changes?
12. What resources would you, or your department, still need?
13. How are faculty adapting pedagogy, if at all, related to the initiative?
14. Is technology being used at all in instruction (or otherwise)? If so, how?
15. If you could offer recommendations to help inform policies and practices centered around implementing AB 705, what would those be? Please explain your rationale as well.
16. How has AB 705 influenced your campus culture?
17. Is there anything else you would like to add?
18. Would you be willing to review the transcripts from this interview for accuracy?

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL EMAIL

February 4, 2019
CSUSB INSTITUTIONAL REVIEW BOARD
Expedited Review
IRB-FY2019-81
Status: Approved

Ms. Audrey Baca and Prof. Nancy Acevedo-Gil
Department of Educational Leadership & Technology
Doctoral Studies Program
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ms. Baca and Prof. Acevedo-Gil:

Your application to use human subjects, titled ""Now let us shift": A case study of implementing developmental education reform in a Hispanic serving community college" has been reviewed and approved by the Institutional Review Board (IRB). The informed consent document you submitted is the official version for your study and cannot be changed without prior IRB approval. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended using the IRB Cayuse system protocol change form.

Your application is approved for one year from February 1, 2019 through February 1, 2020.

Please note the Cayuse IRB system will notify you when your protocol is up for renewal and ensure you file it before your protocol study end date.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following four requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

You are required to notify the IRB of the following by submitting the appropriate form (modification, unanticipated/adverse event, renewal, study closure) through the online Cayuse IRB Submission System.

1. If you need to make any changes/modifications to your protocol submit a modification form as the IRB must review all changes before implementing in your study to ensure the degree of risk has not changed.
2. If any unanticipated adverse events are experienced by subjects during your

research study or project.
3. If your study has not been completed submit a renewal to the IRB.
4. If you are no longer conducting the study or project submit a study closure.

Please ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals
which may be required. If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at
MGILLESP@CSUSB.EDU. Please include your
application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.
Sincerely,
Donna Garcia
Donna Garcia, Ph.D., IRB Chair
CSUSB Institutional Review Board
DG/MG

REFERENCES

Bettinger, E. P., & Long, B. T. (2005). *Help or hinder? Adjunct professors and student outcomes.* Ithaca, NY: Cornell University.

Board of Governors of the California Community Colleges. (2019, March 18). *Proposed Revisions to Title 5 Regulations of Curriculum and Instruction.* Retrieved from https://asccc.org/sites/default/files/AB-705-Regulations%20Approved%203.18.19.pdf

Bolman, L.G., & Deal, T.E. (2007). Reframing change: Training realigning, negotiating, grieving and moving on. In J.V. Gallos (Ed.), *Organization Development.* San Francisco, Jossey-Bass.

Bruno, J. (2017, September). The Vision for Success and Guided Pathways: Responding to change. *Senate Rostrum.* Retrieved from https://asccc.org/sites/default/files/rostrum-september_2017.pdf

Boatman, A. (2014). *Beyond ready, fire, aim: New solutions to old problems in college remediation.* Washington, DC: American Enterprise Institute.

Boylan, H. R., & Bonham, B.S. (2007, Spring). 30 Years of Developmental Education: A Retrospective. *Journal of Developmental Education*, *30*(3), 2-4.

Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985.* New York, NY: Oxford University Press.

Burdman, P., Booth, K., Thorn, C., Bahr, P. R., McNaughtan, J., & Jackson, G.

 (2018). *Multiple paths forward: Diversifying mathematics as a strategy for*

 college success. San Francisco, CA: WestEd & Just Equations. Retrieved

 from https://www.wested.org/wp-content/uploads/2018/05/Multiple-Paths-

 Forward-Booth.pdf

California Acceleration Project. (2018). *CAP recommendations for English*

 Composition & ESL, Post-AB 705 July 2018. [Handout from California

 Acceleration Project Community of Practice event in Riverside, California].

 Copy in possession of author.

California Community Colleges Chancellor's Office. (2013, August). *Ensuring*

 equitable access and success: A guide to assessing and mitigating

 disproportionate impact in student success and support programs.

 Retrieved from

 http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/REPORT_Disportio

 nateImpactCombined_09.17.13_FINAL.pdf

California Community Colleges Chancellor's Office. (2015). *First California*

 Community College bachelor's degree programs receive initial approval

 from Board of Governors. Retrieved from

 http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/Pre

 ssReleases/JAN2015/PR_4yrDegree-January-20-2015_final.pdf

California Community Colleges Chancellor's Office. (2017). *2017-19 Integrated*

 Plan: Basic skills initiative, student equity, and student success and

support program. Retrieved from

https://extranet.cccco.edu/Portals/1/AA/BasicSkills/2017/AA17-12_SS17-

04_BSI_SE_SSSP_Integrated_Plan_2017-2019.pdf

California Community Colleges Chancellor's Office. (2018). *Key facts about*

California Community Colleges. Retrieved from

http://www.californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFact

s.aspx

California State Department of Education. (1960). *A Master Plan for Higher*

Education in California 1960-1975. Retrieved from:

http://www.ucop.edu/acadinit/mastplan/MasterPlan1960.pdfCalifornia

California State University. (2017). *Factbook 2017*. Retrieved from

https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-

csu/Documents/facts2017.pdf

Callan, P. M. (2009). California Higher Education, the Master Plan, and the

Erosion of College Opportunity. National Center Report # 09-1. San Jose,

CA: *National Center for Public Policy and Higher Education*.

Campus Technology. (2018, January). *Digital technology is changing teaching*

and learning [PowerPoint slides]. Retrieved from

Carrasquillo, C. A. (2013). *In their own words: High-achieving, low-income*

community college students talk about supports and obstacles to their

success. (Doctoral dissertation). UC San Diego. ProQuest ID:

Carrasquillo_ucsd_0033D_13158. Merritt ID: ark:/20775/bb2117438d.

Retrieved from https://escholarship.org/uc/item/22n875dz

Castellanos, J., Gloria, A.M., & Kamimura, M. (Eds.). (2006). *The Latina/o pathway to the Ph.D.: Abriendo caminos*. Sterling, VA: Stylus.

Chase, M.M., Dowd, A.C., Pazich, L.B., & Bensimon, E.M. (2014). Transfer equity for "minoritized" students: A critical policy analysis of seven states. *Educational Policy, 28*(5), 669-717. doi:10.1177/0895904812468227

Center for Community College Student Engagement (2014). Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement). Retrieved from https://www.ccsse.org/docs/ptf_special_report.pdf

Center for Community College Student Engagement. (2018). About the Survey. Retrieved from http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm

Center for the Analysis of Postsecondary Readiness. (2018, February). *Early findings from a national survey of developmental education practices.* Retrieved from https://postsecondaryreadiness.org/wp-content/uploads/2018/02/early-findings-national-survey-developmental-education.pdf

Clark, B. R. (1960). The 'cooling-out' function in higher education. *The American Journal of Sociology, 65*(6), 569-576.

Clark, B. R. (1960). *The open door college: a case study*. New York: McGraw-Hill.

Clark, B. R. (1980). The "cooling out" function revisited. *Questioning the Community College Role. New Directions for Community Colleges, Number 32.*, *8*(4), 15–32.

Cohen, B., Brawer, F. B., & Kisker, C. B. (2014). *The American Community College*, 6th Edition. San Francisco, CA: Jossey-Bass.

Community College Research Center. (2013, February). *Designing meaningful developmental reform.* Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-developmental-reform-research-overview.pdf

Community College Research Center. (2014, January). *What we know about developmental education outcomes.* Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-developmental-education-outcomes.pdf

Community College Research Center. (2014, March). *What we know about accelerated developmental education.* Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/accelerated-developmental-education.pdf

Contreras, F., & Contreras, G. J. (2015). Raising the bar for Hispanic Serving Institutions: An analysis of college completion and success rates. *Journal of Hispanic Higher Education, 14*(2), 151-170. doi: 10.1177/1538192715572892

Contreras, F., & Contreras, G. J. (2018). Latino community college students in

    California: Challenges and opportunities for leadership. In de los Santos,

    A. J., Rendon, L. I., Francisco Keller, G., Acereda, A., Mara Bensimon, E.,

    & Tannenbaum, R. J. (Eds.) *New Directions: Assessment and preparation*

    of Hispanic college students (pp. 159-177). Tempe, AZ: Bilingual Press.

Cox, R. D. (2009). *The college fear factor: How students and professors*

    misunderstand one another. Cambridge, MA: Harvard University Press.

Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among*

    Five Approaches (3rd Edition ed.). (V. Knight, Ed.) Thousand Oaks, CA,

    USA: Sage.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mix*

    Methods Approaches (4th Edition ed.). Sage Publications, Inc.

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

    influencing the persistence and transfer decisions of Latino community

    college students enrolled in developmental education. *Researcher in*

    Higher Education, 51(2), pp. 175-194. doi 10.1007/S1U62-009-9151-X

Crocker, S. (2014). *An examination of students' technology apprehension,*

    communication competence, and achievement emotions in community

    college developmental education courses (Doctoral dissertation).

    ProQuest Dissertations and Theses. (UMI No. 1557938)

Cuellar Mejia, M., Rodriguez, O., & Johnson, H. (2016, November). *Preparing*

    Students for College Success in California's Community Colleges. Public

Policy Institute of California. Retrieved from

http://www.ppic.org/content/pubs/report/R_1116MMR.pdf

Delgado Bernal, D., & Aleman, E. (2016). *Transforming educational pathways for Chicana/o students: A critical race feminista praxis*. Teachers College Press.

Department of Education. (2013). Statewide enrollment by ethnicity, 2012-13. Sacramento: Author. Retrieved from

http://dq.cde.ca.gov/dataquest/EnrollEthState.asp?Level=State&TheYear=2013-14&cChoice=EnrollEth1&p=2

Doran, E. (2015). *"What's Expected of Us as We Integrate Reading and Writing?": Constructing Developmental Education at a Hispanic-serving Community College* (Doctoral dissertation). ProQuest Dissertations and Theses. (UMI No. 3702264)

Dougherty, K. J. (2001). *The contradictory college: The conflicting origins, impacts, and futures of the community college*. Albany, NY: State University of New York Press.

Dweck, C.S. (2016). *Mindset: The New Psychology of Success.* New York, NY: Random House.

Eckel, P. & Kezar, A. (2003) Key strategies for making new institutional sense: ingredients to higher education transformation. *Higher Education Policy, 16*(1), 39-53.

EDUCAUSE Center for Analysis and Research. (2017). *ECAR study of*

    undergraduate students and information technology, 2017. Retrieved from

    https://library.educause.edu/~/media/files/library/2017/10/studentitstudy20

    17.pdf

Epper, R. M., & Baker, E. (2009, January). *Technology solutions for*

    developmental math: An overview of current and emerging practices.

    Report prepared for the William and Flora Hewlett Foundation and the Bill

    and Melinda Gates Foundation. Retrieved from

    https://static1.squarespace.com/static/50c8ca4ae4b0a1d4330d2851/t/50f8

    8b8de4b052b63e001f9a/1358465933061/TechSolutionsMath_EpperBake

    rReport_Jan09.pdf

Fain, P. (2015, June 18). Finding a new compass. *Inside Higher Ed.* Retrieved

    from https://www.insidehighered.com/news/2015/06/18/act-drops-popular-

    compass-placement-test-acknowledging-its-predictive-limits

Fink, J., & Jenkins, D. (2017, December). How to measure community college

    effectiveness in serving transfer students. *Community College Research*

    Center Analytics. Retrieved from

    https://ccrc.tc.columbia.edu/media/k2/attachments/measure-community-

    college-effectiveness-transfer.pdf

Finkelstein, M. J., Conley, V. M., & Schuster, J.H. (2016). *The faculty factor:*

    Repressing the American academy in a turbulent era. Baltimore, MD:

    Johns Hopkins University Press.

Fisk, G. M., & Friesen, J. P. (2012). Perceptions of leader emotion regulation and

  LMX as predictors of followers' job satisfaction and organizational

  citizenship behaviors. *The Leadership Quarterly, 23*(1), 1-12.

Foundation for California Community Colleges. (2017). *Vision for Success.*

  Retrieved from

  https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_

  web.pdf

Frank, J. (2013). Mitigating against epistemic injustice in educational research.

  Educational Researcher, *42*(7), 363-370.

Geiser, S., & Atkinson, R. C. (2010). Beyond the Master Plan: The Case for

  Restructuring Baccalaureate Education in California. Research &

  Occasional Paper Series: CSHE.16.10. *Center for Studies in Higher*

  Education.

Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th

  Edition). Boston, MA: Pearson.

Gonzales, L.D., Kanhai, D., & Hall, K. (2018). Reimagining organizational theory

  for the critical study of higher education. In Paulsen M. (Ed.), *Higher*

  Education: Handbook of Theory and Research: *Vol. 33*. (pp. 505-559).

  doi:10.1007/978-3-319-72490-4_11

Gonzales, L.D. & Rincones, R. (2013). Using participatory action research and

  photo methods to explore higher education administration as an emotional

endeavor. *The Qualitative Report, 18*(32), 1-17. Retrieved from

http://nsuworks.nova.edu/tqr/vol18/iss32/2

Griffiths, B. (2017, September). Professional Autonomy and Teacher-Scholar-

Activists in Two-Year Colleges: Preparing New Faculty to Think

Institutionally. *Teaching English in the Two-Year College*, *45*(1), 47-68.

Retrieved from

https://www.ncte.org/library/NCTEFiles/Resources/Journals/TETYC/0451-

sep2017/TETYC0451Professional.pdf

Grubb, W. N., & Cox, R. D. (2005). Pedagogical alignment and curricular

consistency: The challenges for developmental education. In C. Kozeracki

(Ed.), *Responding to the challenges of developmental education* (New

Directions for Community Colleges No. 129, pp. 93–103). San Francisco,

CA: Jossey-Bass. doi: 10.1002/cc.189

Grubb, W. N., & Gabriner, R. (2013). *Developmental education: Basic skills

education in community colleges: Inside and outside of classrooms*. New

York, NY: Routledge.

Hearn, J.C. (1996). Transforming U.S. higher education: An organizational

perspective. *Innovative Higher Education, 21*(2), 141-154.

Henson, L., & Hern, K. (2014, November/December). *Let them in: Increasing

access, completion, and equity in college English.* Retrieved from

http://rpgroup.org/LinkClick.aspx?fileticket=KZy1UoQuHrg%3d&portalid=0

&timestamp=1477600054350

Henson, L., & Hern, K. (2018, June). *A seat at the table: Supporting student and teacher capacity in corequisite English remediation and accelerated ESL*. Retrieved from http://accelerationproject.org/Portals/0/Documents/Cap_Seat-at-the_Table_WEB.pdf

Hern, K., & Snell, M. (2013). *Toward a vision of accelerated curriculum & pedagogy.* Retrieved from http://www.learningworksca.org/wp-content/uploads/2012/02/AcceleratingCurriculum_508.pdf

Hodara, M., Jaggars, S., & Karp, M. (2012). *Improving developmental education assessment and placement: Lessons from community colleges across the country.* (Working Paper No. 51). Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/developmental-education-assessment-placement-scan.pdf

Hochschild, A. (1983). *The managed heart: Commercialization of human feeling.* Berkeley, CA: University of California Press.

Hughes, K., & Scott-Clayton, J. (2011). *Assessing developmental assessment in community colleges.* (Working Paper No. 19). Retrieved from http://occa17.com/data/documents/Assessing-Developmental-Assessment-in-Community-Colleges-A-Review-of-the-Literature.pdf

Jaggars, S.S., Hodara, M., Cho, S.-W., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review, 43*(1), 3–26.

doi:10.1177/0091552114551752

Jaschik, S. (2018, July 16). For fate of SAT writing test, watch California. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/admissions/article/2018/07/16/more-colleges-drop-sat-writing-test-all-eyes-are-california

Jones, T. (2013). *Addressing a historical mission in a performance driven system: A case study of public historically Black university engaged in the equity scorecard process* (Doctoral dissertation). ProQuest Dissertations and Theses. (UMI No. 3609916)

Jones, T. (2016). A historical mission in the accountability era: A public HBCU and state performance funding. *Educational Policy, 30*(7), 999-1041. doi:10.1177/0895904815586852

Jones, T., & Assalone, A. (2016). *Not Just Faster: Equity and Learning Centered Developmental Education Strategies*. Atlanta, GA: Southern Education Foundation. Retrieved from http://www.southerneducation.org/getattachment/c33a8962-f5a5-4112-989a-0199b59bd85f/Not-Just-Faster-Equity-Learning-Centered-Developme.aspx

Keating, A. (2002). From Borderlands and New Mestizas to Nepantlas and Nepantleras: Anzaldúan Theories for Social Change. *Human Architecture: Journal of the Sociology of Self-Knowledge, 4*(3). Retrieved from http://scholarworks.umb.edu/humanarchitecture/vol4/iss3/3

Kezar, A. (2014). *How colleges change: Understanding, leading, and enacting*

    change. New York, NY: Routledge.

Kotter, J.P. (1985). *Power and influence: Beyond formal authority.* New York, NY:

    Free Press.

Kramer, M. (2000). *Make it last forever: The institutionalization of service learning*

    in America. Washington, D.C.: Corporation for National Service.

Levin, H. (2007). On the relationship between poverty and curriculum. *The*

    University of North Carolina Law Review, *85*(5), 1381-1418.

Long, B. T. (2014). *Addressing the academic barriers to higher education*. The

    Hamilton Project, Brookings Institution. Retrieved from

    https://www.brookings.edu/research/addressing-the-academic-barriers-to-

    higher-education/

Lopez, M. H., & Fry, R. (2013, September). *Among recent high school grads,*

    Hispanic college enrollment rate surpasses that of Whites. Pew Research

    Center. Retrieved from http://www.pewresearch.org/fact-

    tank/2013/09/04/hispanic-college-enrollment-rate-surpasseswhites-for-the-

    first-time/

Malcom-Piqueux, L.E., & Bensimon, E.M. (2018). Five design principles for

    equity and excellence in Hispanic-Serving Institutions. In de los Santos, A.

    J., Rendon, L. I., Francisco Keller, G., Acereda, A., Mara Bensimon, E., &

    Tannenbaum, R. J. (Eds.) *New Directions: Assessment and preparation of*

    Hispanic college students (pp.75-102). Tempe, AZ: Bilingual Press

Marion, R., & Gonzales, L.D. (2013). *Leadership in education: Organizational theory for the practitioner.* Long Grove, IL: Waveland Press.

Marquéz, R. (2018, July 9). What's in the 'x' of Latinx? [Web log post]. Retrieved from https://medium.com/center-for-comparative-studies-in-race-and/whats-in-the-x-of-latinx-9266ed40766a

Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before researchers." *Educational Researcher, 35*(9), 28-31.

McDonough, P. M., & Fann, A. J. (2007). The study of inequality. In P. J. Gumport, *Sociology of higher education: Contributions and their contexts* (pp. 53- 93). Baltimore, MD: Johns Hopkins University Press.

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Tisdell E. J. (2016). *Qualitative research: A guide to design and implementation* (4th Edition). San Francisco, CA: Jossey-Bass.

Miller, K. (2001). The experience of emotion in the workplace: Professing in the midst of tragedy. *Management Communication Quarterly, 15*, 571-600.

Moorehead, D.L., Russell, T.J., & Pula, J.J. (2015). "Invisible faculty": Department chairs' perceptions of part-time faculty status in Maryland

four-year public and private higher education institutions. *Delta Kappa Gamma Bulletin, 81*(4), 102-119.

Morest, V. S. (2013). From access to opportunity: The evolving social roles of community colleges. *The American Sociologist, 44*(4), 319–328. doi:10.1007/s12108-013-9194-5

Núñez, A.-M., Hurtado, S., & Calderon Galdeano, E. (Eds.). (2015). *Hispanic serving institutions: Advancing research and transformative practice.* New York, NY: Routledge.

Núñez, A.-M., Sparks, P.J., & Hernández, E.A. (2011). Latino access to community colleges and Hispanic-Serving Institutions: A national study. *Journal of Hispanic Higher Education, 10*(1), 18-40. doi: 10.1177/1538192710391801

Ortiz, A. M., & Santos, S.J. (2009). *Ethnicity in college: Advancing theory and improving diversity practices.* Sterling, CA: Stylus.

Osei-Kofi, N., & Rendon, L. (2005). Latinos, higher education, and the "needs" of the market. *Latino Studies*, *3*, 249–260.

Pacansky-Brock, M. (2017). *Best practices for teaching with emerging technologies* (2nd ed.). New York, NY: Routledge.

Pascarella, E. T., Edison, M., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1998). Does community college versus four-year college attendance

influence students' educational plans?. *Journal of College Student Development, 39*, 179-198.

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

Peren, D. (2002). The location of developmental education in community colleges: A discussion of the merits of mainstreaming vs. centralization. *Community College Review, 30*, 27-44.

Pérez Huber, L., Malagón, M. C., Ramirez, B. R., Gónzalez, L. C., Jimenez, A., & Vélez, V. N. (2015). *Still Falling Through the Cracks - Revisiting the Latina/o Education Pipeline.* University of California Los Angeles, UCLA Chicano Studies Research Center. Los Angels: UCLA.

Peshkin, A. (1988, October). In Search of Subjectivity. One's Own. *Educational Researcher, 17*(7), 17-21.

Plano Clark, V.L., & Creswell, J.W. (2010). *Understanding research: A consumer's guide.* Upper Saddle River, NJ: Pearson.

Preston, D. C. (2017). *Untold Barriers for Black Students in Higher Education: Placing Race at the Center of Developmental Education*. Atlanta, GA. Southern Education Foundation. Retrieved from http://www.southerneducation.org/UntoldBarriersReport

Public Policy Institute of California. (2016). *Higher education in California*. Retrieved from http://www.ppic.org/content/pubs/report/R_0416HEBKR.pdf.

257

Public Policy Institute of California. (2017, October). Reforming math pathways at

    California's community colleges. Retrieved from https://www.ppic.org/wp-

    content/uploads/r_1017orr.pdf

Ravitch, S. M., & Riggan, M. (2017). *Reason & rigor: How conceptual*

    frameworks guide research. (2nd ed.). Thousand Oaks, CA: Sage

    Publishing.

Rendón Linares, L. I., & Muñoz, S. M. (2011). Revisiting validation theory:

    Theoretical foundations, applications, and extensions. *Enrollment*

    Management Journal, 2(1), 12-33.

Reyes, B. I., & Senguttuvan, U. (2018). Latino students in higher education:

    Identifying critical issues and new possibilities at a multiethnic teaching

    institution. In de los Santos, A. J., Rendon, L. I., Francisco Keller, G.,

    Acereda, A., Mara Bensimon, E., & Tannenbaum, R. J. (Eds.) *Moving*

    forward: Policies, planning, and promoting access of Hispanic college

    students (pp. 141-167). Tempe, AZ: Bilingual Press.

Rios-Aguilar, C., & Kiyama J., M. (2012) Funds of knowledge: A proposed

    approach to study Latina/o students' transition to college. *Journal of*

    Latinos and Education,11(1). doi: 10.1080/15348431.2012.631430

Rodríguez, O. (2014). *Increasing access to college-level math: Early outcomes*

    using the Virginia placement test. (Brief No. 58). Retrieved from

    https://ccrc.tc.columbia.edu/media/k2/attachments/increasing-access-to-

    college-level-math.pdf

Rodríguez, O., Cuellar Mejia, M., & Johnson, H. (2016, November). *Determining college readiness in California's Community Colleges: A survey of assessment and placement policies*. Public Policy Institute of California. Retrieved from https://www.ppic.org/content/pubs/report/R_1116ORR.pdf

Rodríguez, O., Cuellar Mejia, M., & Johnson, H. (2018, August). *Remedial education reforms at California's Community Colleges: Early evidence on placement and curricular reforms*. Public Policy Institute of California. Retrieved from http://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf

Rodríguez, O., Johnson, H., Cuellar Mejia, M., & Brooks, B. (2017, October). *Reforming math pathways at California's Community Colleges*. Public Policy Institute of California. Retrieved from https://www.ppic.org/wp-content/uploads/r_1017orr.pdf

RP Group. (2017, June). Multiple Measures Assessment Project (MMAP). Retrieved from https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/SummaryMultipleMeasuresAssessmentProject-CAISCMtgFinal.pdf

RP Group. (2019, February). AB 705 implementation survey Fall 2018. Retrieved from https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/AB705_Implementation_Final.pdf

Rutschow, E. Z., & Mayer, E. (2018). Early Findings from a National Survey of

  Developmental Education Practices. New York: MDRC. Retrieved from

  https://www.mdrc.org/sites/default/files/2018_CAPR_Descriptive_Study.pd

  f

Rutschow, E. Z., & Schneider, E. (2011). Unlocking the gate: What we know

  about improving developmental education. New York: MDRC. Retrieved

  from http://www.mdrc.org/sites/default/files/full_595.pdf

Salas, S. (2014). *Pipeline dreams: Latina/o community college students pushed*

  out of the transfer path (Order No. 3708287). Available from ProQuest

  Dissertations & Theses Global: The Humanities and Social Sciences

  Collection. (1691841662). Retrieved from

  http://libproxy.lib.csusb.edu/login?url=http://search.proquest.com.libproxy.li

  b.csusb.edu/docview/1691841662?accountid=10359

Saldaña, J. (2016). *The Coding Manual for Qualitative Researchers* (3rd Edition).

  (J. Seaman, Ed.) Thousand Oaks, CA: Sage Publications.

Scott-Clayton, J., Crosta, P., & Belfield, C. (2014). Improving the targeting of

  treatment: Evidence from college remediation. *Educational Evaluation and*

  Policy Analysis, 36(3), 371–393. doi:10.3102/0162373713517935

Shehadeh, H. H. (2013). Impact of web-enhanced developmental English course

  instruction on Hispanic college students' writing and grammar skills.

  (Doctoral dissertation). ProQuest Dissertations and Theses. (UMI No.

  3569178)

Sergiovanni, T. J., & Corbally, J. E. (1984). *Leadership and organizational culture: New perspectives on administrative theory and practice.* Chicago, IL: University of Illinois Press.

Sipe, L., & Constable, S. (1996). A chart of four paradigms: Metaphors for the modes of inquiry. *Taboo: The Journal of Culture and Education*, 1, 153-163.

Solórzano, D. G., & Villalpando, O. (1998). Critical race theory, marginality, and the experience of students of color in higher education. In *Sociology of Education: Emerging Perspectives*, ed. C. A. Torres and T. R. Mitchell. Albany, NY: State University of New York Press.

Smith, A. A. (2019, May 14). California Community Colleges Faculty Vote No Confidence in Chancellor. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/quicktakes/2019/05/14/california-community-colleges-faculty-vote-no-confidence-chancellor

Smith, P. R. (2018). Collecting Sufficient Evidence When Conducting a Case Study. *The Qualitative Report, 23*(5), 1054-1048. Retrieved from https://nsuworks.nova.edu/tqr/vol23/iss5/2

Snyder, T.D., de Brey, C., & Dillow, S.A. (2018). *Digest of Education Statistics 2016* (NCES 2017-094). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://nces.ed.gov/pubs2017/2017094.pdf

Stake, R.E. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

State of California. (2018). *Governor's budget summary—2018-19.* Retrieved

 from http://www.ebudget.ca.gov/2018-

 19/pdf/BudgetSummary/HigherEducation.pdf

Sturdy, A., & Grey, C. (2003). Beneath and beyond organizational change

 management: Exploring alternatives. *Organization, 10*(4), 651-62.

 Retrieved from

 http://journals.sagepub.com.libproxy.lib.csusb.edu/doi/pdf/10.1177/135050

 84030104006

Suárez-Orozco, C., Casanova, S., Martin, M., Katsiaficas, D., Cuellar, V., Smith,

 N. A., & Dias, S. I. (2015). Toxic rain in class: Classroom interpersonal

 microaggressions. *Educational Researcher*, *44*(3), 151-161.

 doi:10.3102/0013189X15580314

The Campaign for College Opportunity. (2015). *Access denied: Rising selectivity*

 at California's public universities. Retrieved from

 http://collegecampaign.org/wp-content/uploads/2015/05/2015-Access-

 Denied_Full-Report_FINAL.pdf

The Campaign for College Opportunity. (2018). *Left Out: How exclusion in*

 California's colleges and universities hurts our values, our students, and

 our economy. Retrieved from

 https://files.acrobat.com/a/preview/da371fb2-ae1c-41ca-a126-

 7bbd4695696e

The Education Trust-West. (2017, November). *The Majority Report.* Retrieved

from https://29v0kg31gs803wndhe1sj1hd-wpengine.netdna-ssl.com/wp-

content/uploads/sites/3/2017/11/ETW_TMR_FINAL.pdf

Tracy, S. J. (2010, October 1). Qualitative Quality: Eight "Big-Tent" Criteria for

Excellent Qualitative Research. *Qualitative Inquiry, 16*(10), 837-851.

Umbach, P. D. (2007). How effective are they? Exploring the impact of

contingent faculty on undergraduate education. *The Review of Higher*

Education, 30(2), 91-123.

University of California. (2018). Fall enrollment at a glance. Retrieved from

https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance

U.S. Department of Education. (2018). Definition of Hispanic Serving Institution.

Retrieved from https://www2.ed.gov/programs/idueshsi/definition.html

Vick, N.T. (2016). *The perspectives of select community college presidents in*

North Carolina and Virginia regarding developmental education and

organizational change (Doctoral dissertation). ProQuest Dissertations and

Theses. (ProQuest Number: 10307721)

Webb, C.A. (2018). *Culture, leadership, and organizational learning in California*

Community Colleges: Exploring the potential for second order change.

(Doctoral dissertation, Brandman University). Retrieved from

https://digitalcommons.brandman.edu/edd_dissertations/154

Weick, K.E. (1995). *Sensemaking in organizations.* Thousand Oaks, CA: Sage.

Wood, L., & Harris, F. (2017). *Supporting men of color in the community college: A guidebook*. San Diego, CA: Montezuma Publishing.

Wood, L., Harris, F., & White, K. (2015). *Teaching men of color in the community college: A guidebook*. San Diego, CA: Montezuma Publishing.

Yin, R.K. (2009). *Case study research: Design and method* (4th Edition). Thousand Oaks, CA: Sage.

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education, 8*(1), pp. 69–91.