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Melissa A. Wright
Rowan University

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PLANNING AN EMPLOYEE SPANISH TRAINING PROGRAM

AT THE COMMUNITY COLLEGE LEVEL

by
Melissa A. Wright

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
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Approved by_____
Dr. Burton R. Sisco

Date Approved_____*May 15, 2007*_____

ABSTRACT

Melissa A. Wright
PLANNING AN EMPLOYEE SPANISH TRAINING PROGRAM
AT THE COMMUNITY COLLEGE LEVEL
2006/07
Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to research the process of planning and creating an employee Spanish training program. The researcher determined employees' previous knowledge of the language and culture as well as training preferences utilizing two surveys (n = 120) and a personal interview (n = 15). Surveys were statistically analyzed using SPSS software to determine frequencies, percentages, means and standard deviations and the interviews were analyzed using a content analysis procedure. Research on adult learning theories, program planning theories and exemplary Spanish training programs complemented the quantitative and qualitative data collected.

The study revealed that CCC employees had marginal knowledge of the language and culture but held positive attitudes toward the training and Hispanics in general. Employees also preferred multiple methods of instruction, including an interactive classroom approach coupled with computer-based reinforcement. Training preferences included weekly sessions of 1.5 hours with ample opportunity for transfer of learning. Suggestions for creating an effective Spanish training program based on employees' backgrounds and preferences, as well as adult learning theory and program planning theory are explained.

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Cumberland County College employees for their participation in this research.

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CHAPTER ONE

INTRODUCTION

In higher education, strategic planning and individual program planning are inextricably intertwined. That is, individual programs at the institutional level flow out from the strategic plan in order to better align resources and offerings with an ever-changing external environment in which they operate. The strategic plan provides the focus and direction and the college personnel provide the skills and legwork to plan and implement the goals. When planning any program, it is important to follow models that provide frameworks of important steps to ensure success. However, the planning process is not always rational, technical, and linear. There are social, cultural and political realms to navigate. Furthermore, when planning instructional programs in higher education, it is important to consider the unique needs and insights of adult learners as well as exemplary programs to successfully serve the target population.

The increasingly multicultural landscape of the United States requires institutions of higher education to respond to issues of diversity. To remain competitive and to adequately serve the growing Hispanic population, more colleges are attempting to have their employees speak Spanish or at least be able to converse on a basic level. One of every two people added to the U.S. population between 2003 and 2004 was Hispanic, and by 2050, the U.S. Census Bureau predicts Hispanics will make up 24% of the nation's population (U.S. Census Bureau, 2005). In New Jersey, according to the Bureau's 2004

estimates, persons of Hispanic origin made up 14.7% of the state population, and 21.1%

(32,536 people) of Cumberland County's population (*Cumberland County College Area

Scan 2004-2005).* These data underscore the importance of an employee Spanish training

program at Cumberland County College. Training employees to speak Spanish fosters a

welcoming and accepting environment that facilitates the recruitment of Hispanic

students.

<div align="center">Statement of the Problem</div>

Today's multicultural environment requires that higher education institutions look

seriously at their priorities. They can no longer simply try to attract the white majority,

as this is becoming an outdated concept. The increased numbers of Hispanic students

who will be attending college in future years require that institutions become more

welcoming and responsive. Hispanic students may visit colleges with parents who

exhibit limited English proficiency (LEP). To recruit these students more effectively, it

is advantageous to have employees adept at communicating in Spanish. The result is a

higher comfort level and satisfaction among Hispanic students. Hispanic students will

not need to travel across a campus hoping to encounter employees who are bilingual. It

signifies effective marketing and public relations strategies to teach all employees

Spanish.

There are several factors to consider when trying to plan and implement an

employee Spanish training program. The program planner must examine the goals and

directions of the strategic plan of the institution and how the program is connected to the

plan. The planner should research and explore adult learning theories to be able to

address the needs and preferences of adult learners regarding curriculum design,

instructional methods, and motivation. The program needs to be interesting and not too complex or time-consuming because adults have many competing priorities. It will also be necessary to provide a planning framework as well as exemplary programs to use as guides.

Significance of the Problem

There is a lack of literature and few examples regarding higher education institutions that have implemented employee Spanish training programs. The goals of such a program are different than a formal Spanish class because the learner may not be able to devote as much time per week or wish to become fluent in the language. Moreover, it may be sufficient to simply learn phrases that are occupation-specific or to learn how to give directions to the office of someone who is bilingual. Research on the unique qualities of adult learners and technical aspects of program planning is necessary to create an effective, short-term language training program of this caliber.

Purpose of the Study

The purpose of this study was to understand how adult educators use theories of adult learning and program planning to effectively plan programs. This research was incorporated into the creation of an effective training model for foreign languages. It was also necessary to examine several language training companies to review the instructional design of their products so ideas could be used to train employees in a higher education setting. This study examined the steps successful program planners take in implementing training. The researcher also examined the backgrounds, attitudes, motivation, expectations, and instructional preferences of the employee base at Cumberland County College (CCC) to determine how and when to plan the training. The researcher

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attempted to communicate the value of the training to employees and to ensure that transfer of learning occurred. The researcher also examined how to incorporate Hispanic cultural awareness into the scope of the project, as this was also a component of the Cumberland County College strategic plan.

<center>Assumptions and Limitations</center>

When planning programs for adults, it is extremely important to consider learning differences between adults and children. Adult learners possess unique characteristics and have personal issues and responsibilities that impact the learning process. Examining adult learning theory in conjunction with program planning theory will promote greater success for institutions that desire effective employee training. All data in the study was analyzed with the assumption that respondents answered truthfully and without bias. Furthermore, the instrumentation was limited to willing participants only. The study participants at CCC were representative of a population employed at a small, community college in a rural environment with a large Hispanic constituency.

Although this study examined theories of adult learning and program planning, it was impossible to explain every issue that may affect the outcome of the training program. It would have been difficult to examine every employees' personal life and learning style as well as every technical and socio-political planning issue that existed. These represented limitations to this particular study. The research was conducted at a very small community college in southern New Jersey with a high percentage of Hispanics. Moreover, the college was not representative of all higher education institutions due to its size. Also, the employees may have been inherently more accepting of the Hispanic culture since there was a high population in the county where they

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worked. They may have had Hispanic friends or relatives and this may have increased

employee willingness and motivation to participate in the Spanish training. The sample

size was small since not every employee completed the survey and not all employees

were interviewed for the study. Moreover, the study does not offer a comparison related

to the 5 categories of employees who were interviewed and their attitudes and

preferences for the Spanish training. Finally, the study may have unintentional researcher

bias due to the fact that the researcher had studied and taught foreign languages to adults.

Consequently, the researcher had personal opinions related to adult learners and the

implementation of a language training program.

Operational Definitions

1. Employees: Refers to CCC employees who participated in the research for this study.

2. Goal 7 Committee: Group of eight individuals who led the planning and implementation of the CCC Strategic Plan Goal 7 which states "to communicate effectively with constituents from diverse language backgrounds."

3. Hispanic: Refers to any person of the Spanish-speaking population included in the customer base of CCC; these individuals may be born in the United States or in various countries where Spanish is the official language.

4. Limited English Proficiency (LEP): Refers to Hispanic constituents at CCC who are unable to communicate in English at a level adequate for a clear, conversational exchange.

5. Spanish-speaking Constituents: Refers to those students or students' parents at Cumberland County College who exhibit Limited English Proficiency.

6. Strategic Planning: The process of developing and maintaining a strategic fit between the organization (CCC) and its changing marketing opportunities.

7. Training Program: Refers to the employee Spanish training program that was planned and created by the CCC Goal 7 Committee.

8. Transfer of Learning: Refers to how training program participants can integrate and apply what was learned to various positions at CCC.

Research Questions

The following research questions guided the study:

1. What exemplary Spanish training programs can be applied to a higher education setting?

2. What are the attitudes/educational needs of CCC employees regarding the Spanish training program?

3. What are the employees' expectations regarding content and scheduling?

4. What are the employees' instructional preferences?

Report Organization

Chapter two reviews strategic planning in general as well as strategic planning at CCC. It discusses the literature pertaining to adult learning theory, motivational theory, multiple intelligences theory, program planning theory, and exemplary Spanish programs.

Chapter three describes the methodology used in this study. It explains where and how the research was conducted (context), the population and sample selection, instrumentation, validity and reliability, and data collection.

Chapter four presents the qualitative and quantitative data analysis as a direct result of the instrumentation employed.

Chapter five presents a summary of the study, a discussion of the findings with reference to the literature review in chapter two, conclusions based upon the findings, and recommendations for practice and further research.

CHAPTER TWO

REVIEW OF THE LITERATURE

Strategic Planning in Higher Education

According to Kotler and Murphy (1981), institutions must recognize the necessity to implement strategic planning which extends beyond the more technical aspects of daily operations. Strategic planning encompasses more than budgeting and scheduling, handling operations, and even both short and long-range planning. The researchers define strategic planning as "the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities" (Kotler & Murphy, 1981, p. 471). Higher education institutions must be more willing to be creative, innovative and interactive with the fluctuating environmental trends in which they operate and exist (Kotler & Murphy, 1981). A successful strategic plan will include the board of trustees, major administrators, faculty, staff and students. In addition, enlisting the aid of community stakeholders in creating a forward-thinking vision and mission allows an institution to project its goals and direct its path over a period of five to ten years. Throughout this process, it is necessary to build trust and communication and to ensure that all participants feel important, respected, informed, and able to exert personal influence in the decision-making process. Participants also need to understand expectations and feel recognized for their contributions (Howell, 2000). Effective strategic planning can successfully catapult an institution into more effective recruitment, higher enrollment, and higher rates of student satisfaction and success (Kotler & Murphy, 1981).

Strategic planning in higher education is much different than that in business where the CEO simply uses a top-down approach. In business, it is rare that people who are positioned lower on the organizational chart are allowed significant input. In higher education, a more democratic and inclusive approach is practiced. This is due to the concept of shared governance and the fact that higher education institutions by nature employ a large number of professionals and experts in their fields. It is expected that expert knowledge and input will be considered and respected. This fact serves as a type of organizational restraint and prevents the administrators from simply trying to find the most cost-effective strategies. Consequently, implementing a strategic plan in higher education institutions needs to include suggestions from the board of trustees, the president, the vice president, deans, department chairs, faculty and the community stake-holders. "The strategic planning process is a sequential one where the goals and broad assumptions go from the top down, but the detailed plans come from the bottom up" (Kotler & Murphy, 1981, p. 472).

The main steps in the strategic planning process of higher education institutions are depicted as: (a) analyzing the current as well as the future environment, (b) reviewing major resources, (c) creating new goals, (d) developing cost-effective strategies for attaining these new goals, (e) changing the organizational structure to attain these new goals, (f) improving the organization's systems of information, planning, and control to allow the strategic plan to be carried out (Kotler & Murphy, 1981).

In summary, community college leaders can change the culture of their institutions with a well-developed strategic plan. The plan should be flexible and able to

accommodate change. It should be ongoing, people-centered and emphasize shared governance (Howell, 2000).

Strategic Planning at Cumberland County College

Strategic planning at CCC is conducted in an off-campus retreat format every five years. The current strategic plan includes the time period 2006-2011 and was initiated by President Ken Ender who, in turn, invited a variety of stakeholders to the table. College employees, at all levels of the organization, were invited to participate in a three-day retreat off campus. The planning conference was held in November 2005 and included 80 individuals. The invitation was also extended to the CCC Board of Trustees, CCC Foundation Board members, faculty, staff, students, elected officials (freeholders), school superintendents, higher education representatives, business representatives, and state officials from K-12 and higher education. The CCC president wants to take the institution "from good to great" with this ambitious plan that is "grounded in a community-based approach with three interlocking themes: access, alignment, and accountability" (Cumberland County College, n.d.). Initially, a thorough scan of CCC and the county was conducted to examine the cultural, economic, and educational conditions present. Then the participants developed a plan that positioned the college to ensure that more high school graduates exhibit readiness for higher education and in the workplace. To accomplish this goal, CCC partners with community leaders in education and business and aligns its curriculum with high-growth industries in Cumberland County and the surrounding region (Cumberland County College, n.d.).

Regarding content, the CCC Strategic Plan consists of four main directions (Appendix G) and eight goals (Appendix H). Each of the four directions has a champion

who is a member of CCC's senior staff and each of the eight goals is aligned under one of these champions. Each goal has a team leader who is responsible for directing the activities for that particular goal, including planning, monitoring of resources, developing priorities, developing timetables and outcomes, communicating the results to the champion, and providing support and motivation to the team members. Under each of the eight goals is a team of college personnel who will assist in the planning process and implementation of that goal. Strategic goal 7 relates to planning an employee Spanish training program and serves as the context for this study. (Cumberland County College, n.d.).

<center>Goal 7 Committee – Planning Team</center>

The Goal 7 Committee was the planning team charged with planning and implementing an employee Spanish training program for CCC. Strategic Goal 7 was directly connected to the college's desire to adequately address and serve the needs of its increasingly multicultural campus and was stated as the ability "to communicate effectively with constituents from diverse language backgrounds" (Cumberland County College, n.d.). The Goal 7 team was championed by CCC Vice President, Dr. Thomas Isekenegbe, and led by Caroline Wilson, division chair of arts and humanities. Team members included the following CCC full-time employees: Anne Daly-Eimer (EOF counselor), Pat Lafferty (secretary, arts and humanities division), Linda Lleras (Spanish professor), Martha Rojas (public relations specialist), Vicki Simek (director, community and professional education), Melissa Wright (senior technical assistant III, Success Center) and liaison Angie Kracke (director, budget and internal audit). The committee functioned in a participatory atmosphere and met bimonthly or monthly. The committee

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discussed technical aspects of planning issues and created the training program based on employee backgrounds, needs, and preferences. The committee also researched exemplary programs and surveyed employees and language professors for suggestions.

Adult Learning Principles and Theories

Zemke & Zemke (1984) explain that one of the most important issues to consider when teaching adults is that the rules of traditional pedagogy do not necessarily apply. Adults learn differently and have different needs as compared to children. Adult learners have competing responsibilities and are in varying stages of life in the quest for education. These variables impact how they approach the educational setting. Adults do not simply seek out environments where they can be lectured and then asked to relay back that information. They seek a mutual relationship with the instructor based on respect, trust, and cooperation. Adults like to be appreciated and respected for their knowledge and life experience, yet may feel more cautious to contribute in class for fear of appearing unprepared. Adults are sensitive to making mistakes. However, due to higher maturity levels, adults also have great potential for personal motivation. They also generally feel more motivated if they have a use for the knowledge or skill being taught and if the subjects contribute to increasing or maintaining a sense of self-esteem and pleasure. Adults like to be able to relate new concepts to relevant problems in life. Furthermore, if new information contrasts greatly with what they already know, adults may need more time to accept and integrate that knowledge. Therefore, curriculum designers must be prudent and creative when introducing instruction that may require a change in belief and value systems. Zemke and Zemke (1984) also assert that "fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or

data they are intended to teach or illustrate" (n.p.). Finally, "nonhuman media" such as books, computer-based instruction, and television programs that are presented in a "straightforward, how-to" fashion are extremely popular among adult learners (Zemke & Zemke, 1984).

In consideration of these characteristics of adults, Sisco and Knowles both advocate the importance of climate setting for the adult classroom. Sisco (1991) mentions that adults may be returning to school after many years outside of the educational arena. Although they may exhibit enthusiasm and readiness on the surface, a deeper examination may reveal a degree of anxiety about returning to the classroom. Adults may experience physical or psychological pain as they worry about tackling the course workload. Adults may have difficulty juggling work and school responsibilities simultaneously. Sisco suggests that instructors must be aware of these conditions and potential anxieties in order to be successful educators. He posits that the initial class session is extremely important and allows the opportunity to "create a climate in which each participant can feel comfortable, secure and able to learn" and recognizes that adult learners have a "nascent need to direct their own learning" (Sisco, 1991, n.p.). The instructor can set a positive tone by using icebreakers to help the students get to know one another, as well as the professor, and by allowing students to ask any questions related to the purpose, content, or expectations of the course. He speaks of the importance of development of the three R's which include (a) relationships with other class members, many of whom become valuable resources, support givers, and close friends, (b) relationships with the instructor, built on mutual trust, respect, and credibility,

and (c) relationships with the content, material, and resources of the course or workshop (Sisco, 1991, n.d.).

Knowles expresses similar views on the importance of climate setting and is an advocate of the self-directed learner. Knowles (1980) states that certain conditions must be present to effectively facilitate learning in adults: "(a) respect for personality, (b) participation in decision-making, (c) freedom of expression and availability of information, and (d) mutuality of responsibility in defining goals, planning and conducting activities, and evaluating" (Knowles, 1980, p. 67). Knowles believes that a democratic classroom is desirable where adult learners can experience a cooperative, helpful educational atmosphere for which they have mutual responsibility with the instructor to ensure learning. Knowles is sometimes referred to as the "father of andragogy," and he believes that adults' level of commitment and motivation toward a project or activity is directly proportional to the amount of input they had in planning or creating the program. Adults do not respond well to being ordered to do something in an authoritative fashion that allows little room for personal knowledge, creativity and self-directivity to be expressed. When an instructor tries to impose strong will on students in a dogmatic way, it will often produce in the adult student feelings of apathy, resentment, and eventually withdrawal (Knowles, 1980).

Another adult learning theory is social learning theory. The theory states that the view of the learning process is a personal act to fulfill potential and the locus of learning is on affective and cognitive needs. The purpose of education is to become self-actualized and autonomous and the teacher's role is to facilitate development of the whole person. Andragogy and self-directed learning both fall under this category

(Merriam & Caffarella, 1999). According to Knowles (1980), there are several assumptions of andragogy that provide insight into adult learners. He posits that adult learners have a deep psychological need to be self-directing and move from dependency toward self-directedness. It is helpful if the instructor can promote this transition. Adults grow and change and accumulate a wealth of knowledge and experience that is brought to the classroom. People attach more significance and meaning to learning through experience and it is beneficial if instructional techniques, such as field experiences or laboratory experiments, are planned. People are more motivated and willing to learn when they can relate the information to a real-world task or application. Finally, adults see education as a means to develop full potential and want to apply the learning to living more fully in the future. Adults want to feel more competent and focus on performance in the learning process (Knowles, 1980).

Another proponent of social learning theory is Albert Bandura. Bandura (1989) explains that people do not simply react to immediate circumstances in the present or situations from the past. Human beings often act in response to having used forethought or goal setting and this serves as a means of helping them feel purposeful and motivated. Bandura advocates goal-setting to increase motivation and success in academic endeavors as he believes that adults are capable of being self-directed and controlling their thoughts, feelings, and actions. He states that "forethought is translated into incentives and guides for action through the aid of self-regulatory mechanisms" (Bandura, 1989, n.p.). Bandura adds that "perceived self-efficacy" plays a vital role in determining how motivated an individual will be to attain personal goals. Adults who believe in their capabilities will put forth more effort and persevere in the face of difficulties and those who doubt

themselves and their abilities will become easily discouraged. This underscores the need for instructors to encourage students and assist them in developing heightened self-confidence (Bandura, 1989).

Cognitivist theory states that the view of the learning process is an internal mental process that includes insight, information processing, memory, and perception. The locus of learning is internal cognitive structuring and the purpose of education is to develop the capacity and skills to learn better. The teacher's role is to structure the content of the learning activity (Merriam & Caffarella, 1999). Consistent with cognitivist theory, Bruner (1966) indicates that it is important to consider "optimal structure" of the content to be learned so that it can be easily grasped. Bruner states:

> a theory of instruction must specify the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner. Since the merit of a structure depends upon its power for simplifying information, for generating new propositions, and for increasing the manipulability of a body of knowledge, structure must always be related to the status and gifts of the learner. (p. 41)

Bruner's ideas are consistent with Gardner's theory of multiple intelligences, which posits that people have different gifts and strengths regarding how they learn and process information. For example, Gardner categorizes intelligence into eight core strengths which are: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Common sense dictates that strength in the linguistic style would be most likely to facilitate learning any foreign language, including Spanish. But Gardner emphasizes that not everyone will fall into this category.

Consequently, teachers need to be aware of and respond to this diversity by tailoring instruction to meet individual needs (Bennett & Rolheiser, 2001). Bruner (1966) adds that "the fact of individual differences argues for pluralism and for an enlightened opportunism in the materials and methods of instruction" (p. 71). Bruner also mentions the importance of "the transferability of what has been learned to new instances" which suggests an individual's ability to use what he has learned in practical ways (Bruner, 1966, p. 50).

Instructors should be knowledgeable regarding various instructional practices. Bruner, Goodnow, and Austin's (1956) ideas on concept attainment support the use of visual aids in instruction. Bruner et al. (1956) state that:

> one can rate strategies in terms of the general demands they make upon
>
> the problem-solver's memory and inference capacities. Working on
>
> problems with orderly visual aids imposes less general strain than does
>
> work of a similar nature when there are no visual aids and everything
>
> must be done in the head. (p. 96)

In addition, Gagne (1965) asserts that it is important to confirm correct responses immediately in a learning situation. This provides reinforcement and immediate satisfaction and allows the learner to know that he/she has succeeded (Gagne, 1965).

Lave and Wenger (1991) explain that learning occurs in a social context and in relationship with others. They define learning as a process in which individuals engage themselves in their social environment. As this participation in the community graduates from a peripheral level to more involved, extensive learning can occur. Lave and Wenger refer to this idea as situated learning or legitimate peripheral participation. This is

relevant to the Spanish training program in that employees can learn much about the culture and language of the Hispanic community if they are willing to engage and interact socially. A crucial part of the training is to facilitate awareness of the Hispanic culture. As more employees begin to engage the Hispanic community, others on the periphery will hopefully begin to model this accepting behavior. Lave and Wenger (1991) advocate this approach and suggest that we learn better and remember more through relationships with others.

Goleman (1994) states that intelligence quotient alone does not determine success in any endeavor. There are a range of personal characteristics that influence and contribute to success. These characteristics include knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Goleman's work is relevant to understanding success and motivation of adult learners. He theorizes that the varying degrees to which individuals possess these traits is directly proportional to the amount of success they experience in life (Goleman, 1994).

Planning Programs with Adults

Caffarella (2002) supports a technical, although not necessarily linear, approach to program planning with the presentation of her Interactive Model of Program Planning. The model consists of 12 steps that include discerning the context, building a solid base of support, identifying program ideas, sorting and prioritizing program ideas, developing needs assessment and program objectives, designing instructional plans, devising transfer of learning plans, formulating evaluation plans, making recommendations and communicating results, selecting formats, schedules and staff needs, preparing budgets and marketing plans, and coordinating facilities and on-site events. The steps do not have

to be followed in a particular sequence and may overlap at times. Caffarella's plan is interactive and stresses the importance of people and place in the planning process. She also considers the importance of political and cultural issues in the decision-making realm (Caffarella, 2002). Her transfer of learning piece is consistent with Bruner's ideas of transferability, and refers to how the planner ensures that the knowledge is put to practical use after the training or instruction.

Hanson (1991) echoes Caffarella's sentiment that a systematic approach to program planning will help to ensure overall effectiveness. The four steps he outlines are assessing students' needs, creating objectives based on these needs, creating learning experiences to achieve objectives, and assessing the program based on an evaluation of strengths and weaknesses.

Another proponent of the systematic program planning model is the adult educational framework of Houle. Houle (1972) describes a technical plan, which is comprised of seven major steps. Initially, a potential educational activity is identified, a decision is made to proceed and objectives are identified and refined. Subsequently, a suitable format is designed that encompasses resources, leaders, methods, schedules, sequence, social reinforcement, individualization, roles and expectations of the learner, criteria of evaluation, and clarity of design. The format is then "fitted into larger patterns of life" which refers to guiding appropriate people to the learning activity, modifying life styles to allow time for the activity, financing the activity for the individual if necessary, and providing interpretation of the activity so participants agree to it and can explain to their families why they are doing it. Finally, the plan is put into effect and the results are measured and appraised (Houle, 1972).

Caffarella (2002) and Cervero and Wilson (2006) suggest that there is another realm of program planning that deals with political issues such as negotiating power and interests. Program planning occurs in a social, cultural and political context. Caffarella indicates that is important to choose words wisely and to be an excellent communicator when trying to introduce and promote a new program because of competing interests. For example, people in positions of power may not want a program or may have ideas about how the program should be offered. A skilled program planner must be able to negotiate through potential opposition or coercion (Caffarella, 2002). Cervero and Wilson (2006) state that issues of power may play an influential role in many of the final decisions in the program planning process. An example relevant to this research is the question of who will be chosen to deliver the instruction. For example, if a particular professor is well-respected politically, he/she may be the preferred choice to teach as opposed to someone who just started out as an adjunct at the college. Or if someone on the planning committee is higher up in the organizational hierarchy, he/she may assert more power and influence in the planning decisions, as those with less power and influence do not feel comfortable challenging his/her choices. The possibilities for political agendas to play out are endless and it is just one aspect of program planning of which an effective program planner needs to be aware (Cervero & Wilson, 2006).

A final important aspect of the planning process is the transfer of learning process. Sork (1991) asserts that this responsibility is outside the realm of the instructor of a program. To ensure transfer of learning, comprehensive changes must take place in the work environment. For example, it may be necessary to institute changes regarding employee reward systems, organization and delegation of work, institutional policy, as

well as changes related to how employees are supervised and hired. The work environment may have to be altered to be conducive to the successful transfer of learning (Sork, 1991).

Exemplary Language Programs

Command Spanish is a language training program that concentrates on "communication strategies." It teaches vocabulary that is occupation-specific and does not focus on grammar instruction. Participants are taught how to pronounce phrases that are needed to function on a daily basis in the workplace. Because students are not being forced to learn grammar, extensive vocabulary and complex verb tenses, it is feasible to create one worksheet with all necessary information included. The learner also uses a textbook and a CD that includes recorded phrases to assist with reinforcement and pronunciation. Command Spanish will create the reference worksheets for companies so that employees can use them as a reference guide when assisting bilingual customers (G. Barrickman, personal communication, September 10, 2006).

Rosetta Stone is a Spanish training software program that is used extensively by the United States military, NASA, and the Peace Corps. It uses native speakers and a method known as "dynamic immersion." This is a method in which learners are shown images in conjunction with Spanish text and audio equivalents. A computer presents four images and asks the learner to match the image with the Spanish text on the screen while it is being pronounced by native speakers. It provides immediate feedback and does not focus the learner on memorization or translation, but on connecting images to written text. It begins by introducing nouns and building upon this foundation to incorporate action verbs and prepositions. It also has voiceprint technology that allows the learner to

rate his/her pronunciation (J. Edwards, personal communication, September 12, 2006).

Berlitz is an internationally respected language training company that provides classroom instruction at one of their sites or through a virtual classroom. The Berlitz method uses total immersion, meaning all instruction is in the target language. Native speakers instruct small groups of no more than 10 students and use a more traditional approach of teaching grammar, syntax, extensive vocabulary, and verb conjugations. The instruction is given in the context of real-life situations and students learn through listening and speaking, with supplemental reading and writing. They learn grammar "as a means of communication." Due to high costs, the program seems more suitable for large corporations that only need to train a few top executives (G. Klosner, personal communication, September 13, 2006).

Planning the Employee Spanish Training at CCC

Although there was a wealth of knowledge on adult learning theory as well as program planning, it was difficult to find other higher education institutions who have implemented an employee Spanish training program. The researcher discovered institutions that teach English to Hispanics and formal Spanish to students. Also located were institutions that translate public relations materials into Spanish. However, there was a dearth of literature on institutions that actually created programs to assist employees with second language acquisition. For this reason, the knowledge gap was broad and there was an apparent need for a language training template. Ironically, the researcher, when attempting to survey other institutions to seek information and suggestions, was requested by one institution to share the program that will be created, as they had none of their own! Consequently, the researcher examined exemplary programs

as well as employee backgrounds, needs, and preferences to create an effective Spanish training program. The researcher surveyed employees regarding Spanish proficiency, motivation, content, scheduling, and instructional methods to determine how to plan the program. The researcher used a combination of adult learning theory, program planning theory and exemplary programs to create an effective employee Spanish training program for a diverse population at CCC.

Summary of the Literature Review

Higher education institutions are implementing strategic planning to remain competitive. The board of trustees and the president are not the only people responsible for strategic planning. The process must involve college employees and various community stakeholders to successfully move the college forward. Strategic plans must be flexible, democratic, collaborative and responsive to the internal and external environment. With Cumberland County's increasingly multicultural population, particularly Hispanic, it is imperative that CCC's employees are able to communicate in Spanish. This will aid in recruitment and retention of the Hispanic population.

The literature states that adults have different instructional needs and goals than children. Adults' desire to be self-directed and to apply knowledge to the real world, coupled with varying learning styles, requires that adult education plans be collaborative efforts to help adults reach full potential. To plan a program for adults, a planner must focus on keeping the program simple, practical, interesting and democratic. The planner must provide a trusting and motivating climate where adults feel respected and nurtured. An effective planner must also be aware of the socio-political context and be able to successfully navigate the terrain.

It is safe to conclude that program planners must consider the climate of the classroom as well as students' levels of motivation and self-direction. Equally important are the structure of the content and the multiple intelligences of the learner. It is easy to see that program planners must view the process from both a social and structural viewpoint, and always be cognizant of learning differences and power issues that will need to be negotiated. However, it is difficult to conclude whether technical or political issues are more important, as the literature presents both as essential components of the planning process.

In conclusion, higher education institutions can use the teamwork of a strategic planning committee to implement change and remain competitive. They can examine characteristics of adult learners, appropriate teaching climates and conditions, and theories on motivation, social learning, emotional intelligence and multiple intelligences to create varied approaches to instructional needs. Cumberland County College, specifically, can use literature on effective program planning and adult learners to create an effective employee training program for the Spanish language that will address both cultural awareness and technical competence. The training program will position CCC to more efficiently respond to the needs of Hispanic constituents whose numbers are projected to increase over the next several decades. The training program can serve as a template for planning other foreign language training programs to foster a multicultural ambience at CCC. In the future, Cumberland County College anticipates implementing training programs in American Sign Language, Russian, Ukranian, and Italian.

CHAPTER THREE

METHODOLOGY

Context of the Study

The study was conducted at Cumberland County College, which is located in Vineland, New Jersey. Cumberland County College (CCC) possesses the distinction of being the first community college in New Jersey. It opened its doors in October 1966 and just recently held several symbolic events to commemorate its 40th anniversary. Under its current presidential leadership, CCC has expanded to offer bachelor's and master's degrees to county residents through partnerships with cooperating colleges and universities.

In November 2005, Cumberland County College held a strategic planning conference off campus and invited various college, county, and statewide stakeholders. A total of 80 individuals created new strategic directions for CCC in the form of four directions and eight goals. One of the goals (Strategic Plan Goal 7) was to communicate effectively with constituents from diverse language backgrounds. This goal was championed by CCC Vice President Dr. Thomas Isekenegbe and led by team leader Caroline Wilson. Ms. Wilson is the division chair of arts and humanities and was appropriately charged with creating the employee Spanish training program which served as the focus of this study. There were seven other college employees on the task force, one of which was the principal researcher for this study.

Population and Sample Selection

The key participants in this study consisted of 120 employees at Cumberland

County College who were recruited through a convenience sample process. Data was

collected from the participants during the fall 2006 and spring 2007 semesters. The

convenience sample used for both Survey I and Survey II was based on attendance at the

fall and spring development days. Of the 120 employees present on the respective

development days, 91 and 71 participated in Survey I and Survey II, respectively. For the

purpose of this study, 15 volunteers were chosen to participate in an interview. Interview

participants were chosen from the following categories at CCC: executives,

administrators, faculty, technical assistants and staff.

Instrumentation

The instrumentation consisted of two self-designed surveys (Appendix C and D)

and interview questions (Appendix F) originating from research on adult learning theory

by Knowles (1980), Sisco (1991), Bandura (1989), Bruner (1956), Lave and Wenger

(1991), Goleman (1995), Zemke and Zemke (1984) Gagne (1965) and Gardner's (1993)

Multiple Intelligences theory. It also originated from program planning theory by

Knowles (1980), Sisco (1991), Caffarella (2002), Sork (1991), Houle (1972) and Cervero

and Wilson (2006).

Survey I assessed proficiency levels in Spanish and then provided an open-ended

question regarding fluency in any other foreign language. It then offered four questions

designed on a 5-point, Likert scale and ended with an open question requesting further

comments. Information on Spanish background was posed to assess educational

proficiency levels to determine at what level (s) the employee training needs to be

offered. The questions regarding fluency in other foreign languages was posed to determine future directions for the strategic plan. Senior staff has mentioned that CCC may want to offer other foreign language training after Spanish. Statements in the Likert scale included comfort level with Spanish-speaking constituents, knowledge of Hispanic cultures, attitudes toward the training's usefulness and interest in participating. The open-ended question, "Please add any relevant comments" was added to gauge whether or not any employees had any suggestions about the training or possibly an aversion to the training.

The 5-point Likert scale range for the survey questions was as follows: 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree) and 5 (strongly disagree).

Survey II (Appendix D) consisted of five questions that addressed the following: employee expectations for the training levels and content, scheduling preferences, instructional preferences, and transfer of learning preferences. The purpose of researching employee expectations and preferences was to promote a feeling of self-direction in the learner by allowing employees to contribute to the decision-making process. The question regarding transfer of learning was to promote relevance and confidence in employees by providing ways to practically apply the Spanish knowledge.

College employees were also interviewed (Appendix F) which provided a mixed-method instrumentation and increased validity and reliability of the data. It allowed the researcher to probe more deeply into attitudes and preferences regarding the training. Eight questions were administered to 3 members of each of the following categories: executives, administrators, faculty, technical assistants, and staff. The questions referred to attitude toward the training, comfort level with Hispanics, knowledge of Hispanic

cultures, willingness to study, concerns related to the training, and recommendations for a successful program. By including the employees' opinions in the planning process, the survey and interviews assisted the researcher in addressing topics such as feeling self-directed, finding meaning, goal-setting, self-efficacy and agency. The surveys and interviews also allowed employees to contribute to decisions regarding scheduling, content and methods of instruction. In addition, Caffarella's Interactive Model of Program Planning was used as a template to guide the planning process.

Pilot Testing

The instruments were reviewed and revised with the assistance of Dr. Burton Sisco (graduate advisor), Dr. Sandra Vaden (CCC Director of Instructional Research), Dr. Catherine Mack (Assistant to the President), the Goal 7 committee (including CCC Spanish professor Linda Lleras), and finally Dr. Ender (President). To determine face validity, these individuals were asked to critique the surveys and interviews for effective content and design by examining clarity, appropriateness, and the issue of single purpose questions. To determine content and construct validity, the survey and interview questions were developed based on theories of program planning and adult learning that were presented in the literature review. Moreover, Drs. Burton Sisco and Sandra Vaden were particularly helpful with suggested revisions due to their extensive backgrounds in research methods. Regarding research validity, 70% is the desired response rate. However, because we have at least a majority in both instances, this ensures internal validity.

Data Collection Procedures

A preliminary Survey I (Appendix C) was approved by the president of CCC and

administered on development day in the fall of 2006. Following approval from the

Institutional Review Board at Rowan University (Appendix A), employees were

administered Survey II (Appendix D) on development day in the spring of 2007. In

addition, 15 employees were personally interviewed (Appendix F) by the researcher.

These 15 employees were selected from five different levels throughout the institutional

hierarchy: executives, administrators, faculty, technical assistants, and staff. The

researcher also utilized an informed consent form (Appendix B). Each interview was

approximately 30 minutes. Participation in the interview and survey was voluntary and

no personal information was collected to ensure subject confidentiality. All participants

were informed of the nature and purpose of the study as a partial fulfillment for the

Master's degree for the researcher.

<p align="center">Data Analysis</p>

Quantitative and qualitative methods, a mixed-method design, were used as part

of the data analysis process. The quantitative data from the Likert scale survey responses

were analyzed using the Statistical Package for the Social Sciences (SPSS). SPSS

descriptive statistics provided frequencies, percentages, means and standard deviations

for Survey I questions regarding comfort level with Spanish-speaking constituents,

knowledge of various Hispanic cultures, attitudes toward usefulness of the training, as

well as motivation and interest in participation at CCC. SPSS descriptive statistics

provided frequencies, percentages, means and standard deviations for Survey II questions

regarding employees' expectations for the training levels and content, as well as

preferences for scheduling, instructional methods and transfer of learning. The

<p align="center">29</p>

corresponding frequencies, percentages, means and standard deviations were calculated and provided in table form within the study.

The qualitative data compiled from the personal interviews and the open-ended questions within the survey were transcribed and analyzed for common themes. The content analysis procedure, as explained in Appendix E, was used to categorize, code and note the frequency of themes within the data. The corresponding frequencies and percentages of the themes were calculated and presented in table form within the study.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The participants of this study were 120 employees at Cumberland County College who were required to attend a professional development day in the fall and spring semesters. Each was requested to complete two surveys, one in the fall and one in the spring. In addition, 15 employees were selected to be interviewed, including 3 volunteers from each of the following classifications: executives, administrators, faculty, technical assistants, and staff. These volunteers were selected to represent a cross-section of the campus and consisted of 8 females and 7 males. Of the 120 employees, Survey I had 91 respondents, which translates to 71%. Survey II had 79 respondents, which translates to 66%. Response rates were based on availability and willingness to participate in the research.

Research Questions

Research Question 1: What exemplary Spanish training programs can be applied to a higher education setting?

The researcher examined three Spanish training programs that could be beneficial to training in a higher education environment. Personal interviews and demonstration visits were conducted with representatives from each of the following programs: Command Spanish, Rosetta Stone and Berlitz.

Command Spanish is a language training program that concentrates on "communication strategies." It teaches vocabulary that is occupation-specific and does

not focus on grammar instruction. Participants are taught how to pronounce key phrases that are needed to function on a daily basis in the workplace. Because they are not being forced to learn grammar, extensive vocabulary and complex verb tenses, it is feasible to create one worksheet with all necessary information included. The learner also uses a textbook and a CD that includes recorded phrases to assist with reinforcement and pronunciation. Command Spanish will create the reference worksheets for companies so that employees can use them as a reference guide when assisting bilingual customers (G. Barrickman, personal communication, September 10, 2006).

Rosetta Stone is a Spanish training software program that is used extensively by the United States military, NASA, and the Peace Corps. It uses native speakers and a method known as "dynamic immersion." This is a method in which learners are shown images in conjunction with Spanish text and audio equivalents. A computer presents four images and asks the learner to match the image with the Spanish text on the screen as it is simultaneously pronounced by native speakers. It provides immediate feedback and does not focus the learner on memorization or translation, but on connecting images to written text. It begins by introducing nouns and building upon this foundation to incorporate action verbs and prepositions. It also includes voiceprint technology that allows the learner to rate his/her pronunciation (J. Edwards, personal communication, September 12, 2006).

Berlitz is an internationally respected language training company that provides classroom instruction at one of their sites or through a virtual classroom. The Berlitz method attempts to employ total immersion, meaning all instruction is in the target language. Native speakers instruct small groups of no more than 10 students and use a

more traditional approach of teaching grammar, syntax, extensive vocabulary, and verb conjugations. The instruction is given in the context of real-life situations and students learn through listening and speaking, with supplemental reading and writing. They learn grammar "as a means of communication." Due to high costs, the program is often ideal for large corporations that only need to train a few top executives (G. Klosner, personal communication, September 13, 2006).

Research Question 2: What are the attitudes/educational needs of CCC employees regarding the Spanish training program?

Tables 4.1 – 4.2 present data from the surveys regarding research question 2. Table 4.1 provides information regarding the educational needs of CCC employees related to their Spanish proficiency levels before the training. Among the participants, 32 (35%) have never formally studied Spanish, 27 (29.7%) have formally studied, but remember very little, 16 (17.6%) know common words and phrases, 3 (3.3%) are conversationally proficient, and 6 (6.6%) are fluent in Spanish.

Table 4.2 depicts employee attitudes toward the Spanish training. A mean value close to 1 or 2 coincides with agreement and a mean value close to 4 or 5 coincides with disagreement. *I feel comfortable with my ability to communicate effectively with Spanish-speaking constituents* had a mean value of 4.02 (*SD* 1.202) with 76% disagreeing, 11% neutral and 13% agreeing. *I feel very knowledgeable about the various cultures that make up the Hispanic community* had a mean value of 3.37 (*SD* 1.180) with 45% disagreeing, 31% neutral and 24% agreeing. *Spanish training will help me to more effectively perform my job* had a mean value of 2.50 (*SD* 1.220) with 55% agreeing, 24% neutral and 20% disagreeing. *I am interested in participating in a Spanish training*

program had a mean value of 2.26 (*SD* 1.183) with 68% agreeing, 14% neutral and 17% disagreeing.

Table 4.1

Spanish Proficiency Levels of CCC Employees Before Training

Response	n = 91 Frequency	%
I have never formally studied the Spanish language	32	35.2
I have formally studied, but remember very little of it	27	29.7
I know common words and phrases	16	17.6
I am conversationally proficient	3	3.3
I am fluent in Spanish	6	6.6
Checked more than one response	7	7.7
Total Frequency	91	100

Tables 4.3-4.10 provide information from the interviews regarding research question 2. Table 4.3 depicts the attitudes of CCC employees regarding the CCC Strategic Plan Goal 7, which is to reach out to Hispanic constituents through the employee Spanish training program. Promotes welcoming environment, addresses community needs and makes employees more accessible are strong themes that emerged. In addition, participants felt that the training will support growth of the county, create an empathetic workforce, and encourage employee personal growth. However, two participants expressed that the training was not a priority for them and they did not entirely support the proposal.

Table 4.2

Employee Attitudes Toward the Spanish Training

	Level of Agreement									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I feel comfortable with my ability to communicate effectively with Spanish-speaking constituents n=91, SD=1.202 M=4.02	6	6.6	6	6.6	10	11.0	27	29.7	42	46.2
I feel very knowledgeable about the various cultures that make up the Hispanic community n=91, SD=1.180 M=3.37	5	5.5	17	18.7	28	30.8	21	23.1	20	22.0
Spanish training will help me to more effectively perform my job n=91, SD=1.220 M=2.50	21	23.1	29	31.9	22	24.2	10	11.0	8	8.8
I am interested in participating in a Spanish training program n=91, SD=1.183 M=2.26	26	28.6	35	38.5	13	14.3	9	9.9	6	6.6

Table 4.4 depicts employees' comfort-level with Hispanic constituents. Among the participants who responded that they are comfortable, work experience and friendships with Hispanics emerged as themes that contribute to this sentiment. In addition, participants reported feeling comfortable in instances where the Hispanic individuals spoke some English or if the participants themselves were able to converse on a limited basis in Spanish. Conversely, only one participant reported feeling uncomfortable with Hispanic constituents due to the fact that he did not feel it allowed him to do his job properly or to serve the customer (student) well.

Table 4.3

Content Analysis for "Attitudes Toward the Strategic Plan Goal 7 Spanish Training"

Theme	Frequency	%	Rank Order
Promotes Welcoming Environment	7	47	1
Addresses Community Needs	7	47	1
Employees More Accessible	5	33	2
Supports Growth of County	4	27	3
Creates Empathetic Workforce	2	13	4
Employee Personal Growth	2	13	4
Not a Priority	2	13	4
Total Frequency	29		

Table 4.4

Content Analysis for "Comfort-Level with Hispanic Constituents"

Group	Theme	Frequency	%	Rank Order
Yes n=14	Work Experience	6	40	1
	Friendships	5	33	2
	If Speak English	3	20	3
	Speak Some Spanish	2	13	4
	Total	16		
No n=1	Unable to serve well	1	7	1
	Total	1		

Table 4.5 provides data related to employees' knowledge of the Hispanic culture.

Primary themes that emerged were that employee knowledge is very limited, emanates

from relationships with coworkers/friends, or is related to the existence of subcultures only. Additional themes that emerged were related to limited knowledge of family values, immigration issues, cuisine, and music.

Table 4.6 addresses the question of the Spanish training helping employees to more effectively perform their job. Five themes revealed reasons why employees felt the training would not help them more effectively perform their particular job. Hispanics often speak English, infrequent encounters with Hispanics, required for front-line employees only, ability to direct Hispanics to another office, and Hispanics bringing an interpreter with them are all themes that support this stance. Only two themes emerged to make employees feel that the training would help them to be more effective in their position and consisted of being better prepared to serve students as well as promoting more empathy/connection with students.

Table 4.5

Content Analysis for "Knowledge of the Hispanic Culture"

Theme	Frequency	%	Rank Order
Very Limited	3	20	1
Relationships (work/friends)	3	20	1
Existence of Subcultures Only	3	20	1
Family Values	2	13	2
Immigration Issues	2	13	2
Cuisine	1	7	3
Music	1	7	3
Total	15		

Table 4.6

Content Analysis for "Will Help You to More Effectively Perform Your Job"

Group	Theme	Frequency	%	Rank Order
Yes n=5	Better Prepared to Serve	3	20	1
	Empathy/Connection	<u>2</u>	13	2
	Total	5		
No n=10	Speak Enough English	4	27	1
	Infrequent Encounters	3	20	2
	Front-line Employees Only	2	13	3
	Direct Them Elsewhere	1	7	4
	Bring Interpreter	<u>1</u>	7	4
	Total	11		

Table 4.7 depicts employee attitudes regarding mandating the Spanish training. The majority of the participants responded negatively, with primary themes of mandating would create resistance, employees can be encouraged with incentives, employees should inherently want to, and that Hispanic students should focus on learning English. Among the supporters of mandated training, facilitating the implementation of the training and responding to the needs of a high Hispanic population emerged as themes.

Table 4.8 depicts data corresponding to the question of employees having difficulty finding time to practice their Spanish skills. Among the 10 participants who responded positively, primary themes were that they are very busy in their work/personal lives, and that social gatherings or a buddy system would be needed to practice. In addition, they suggested games and computer programs as supplemental instructional

aids. Among those who responded that it would not be difficult to practice, they responded that practicing Spanish would be enjoyable/fun and that they just need to prioritize it in their schedule. Coincidentally, they echoed the previously noted sentiment that social gatherings or a buddy system would be beneficial to practice.

Table 4.7

Content Analysis for "Should the Spanish Training Be Required or Mandated"

Group	Theme	Frequency	%	Rank Order
Yes n=3	Facilitate Implementation	2	13	1
	High Hispanic Population	1	7	2
	Total	3		
No n=12	Would Create Resistance	5	33	1
	Encourage With Incentives	4	27	2
	Employees Should Want To	2	13	3
	Students Should Learn English	2	13	3
	Total	13		

Table 4.9 presents the concerns, issues or potential problems that employees foresee related to implementing the Spanish training. Primary themes that emerged included incentives/motivation, scheduling, practical application of the knowledge, addressing learning styles, and deciding on the levels of training. Additional concerns included dealing with comp time, overanalyzing the planning process, possibly discouraging Hispanics to learn English, and who to include in the training.

Table 4.8

Content Analysis for "Will it Be Difficult to Find Time to Practice Your Spanish Skills"

Group	Theme	Frequency	%	Rank Order
Yes n=10	Very Busy (Work/Personal)	6	40	1
	Need Social Gatherings	4	27	2
	Need Buddy System	2	13	3
	Need to Find Games	1	7	4
	Computer Programs Helpful	1	7	4
	Total	14		
No n=5	Enjoyable/Fun to Me	2	13	1
	Just Prioritize	1	7	2
	Need Buddy System	1	7	2
	Need Social Gatherings	1	7	2
	Total	5		

Table 4.10 reports on the interviewees' recommendations to make the Spanish training a success. Making the training attractive to employees, offering social gatherings, providing practical application, aligning with employee work schedules, and forming a buddy system were among the strongest themes reported. Moreover, a formal classroom setting, an immersion trip, and teaching empathy/cultural understanding were recommended as beneficial. Finally, it was suggested that the committee must ensure the financial/emotional support of CCC administration, provide an enthusiastic professor, offer a variety of learning modes, interview front-line employees for key phrases needed, and sell or explain the purpose to employees.

Table 4.9

Content Analysis for "Concerns, Issues, Potential Problems Do You Foresee"

Theme	Frequency	%	Rank Order
Incentives/Motivation	8	53	1
Scheduling	7	47	2
Practical Application	6	40	3
Learning Styles	4	27	4
Levels of Training	3	20	5
Comp Time	1	7	6
Overanalyzing Planning Details	1	7	6
Discouraged to Learn English	1	7	6
Who Included	1	7	6
Total Frequency	32		

Research Question 3: What are the employees' expectations regarding content and scheduling?

Tables 4.11-4.15 provide information from the surveys regarding research question 3. Table 4.11 describes employees' content expectations regarding the Spanish proficiency level they would like to attain after completing the training. Among the 79 participants, 4 (5.1%) would like to learn hello, good-bye and a few common phrases, 7 (8.9%) would like to learn only those phrases specific to their position at CCC, 49 (62%) would like to be conversational and to be able to ask and answer simple questions, and 19

(24.1%) would like to achieve advanced proficiency and to know extensive vocabulary

and verb tenses.

Table 4.10

Content Analysis for "Recommendations to Make the Spanish Training a Success"

Theme	Frequency	%	Rank Order
Make Attractive to Employees (Fun/Games)	10	66	1
Social Gatherings/Brown Bag Lunches	8	53	2
Provide Practical Application (Relevance)	6	40	3
Align with Employee Work Schedules	4	27	4
Buddy System	4	27	4
Formal Classroom	3	20	5
Immersion Trip (Spain/Mexico/Retreat)	3	20	5
Teach Empathy/Cultural Understanding	3	20	5
CCC Supports Financially/Emotionally	2	13	6
Enthusiastic Professor	2	13	6
Variety of Learning Modes	2	13	6
Interview Front-Line People (Key Phrases)	2	13	6
Sell the Purpose	1	7	7
Total Frequency	50		

Table 4.11

At What Level Would You Like to Communicate After the Training?

n=79, SD=.732, M=3.05

Response	Frequency	%
Learn hello, good-bye and a few other common phrases	4	5.1
Learn only those phrases specific to my position at CCC	7	8.9
Conversational: able to ask and answer simple questions	49	62.0
Advanced proficiency: know extensive vocabulary and verb tenses	19	24.1
Total Frequency	79	100.0

Tables 4.12-4.14 provides information on employees' scheduling preferences.

Table 4.12 reveals the best time of day for employees to attend training sessions. Among

the respondents, 31 (39.2%) prefer morning, 42 (53.2%) prefer afternoon, and 4 (5.1 %)

prefer evening classes.

Table 4.12

When is the Best Time For You to Attend Training Sessions?

n=77, SD=.580, M=1.65

Response	Frequency	%
Morning	31	39.2
Afternoon	42	53.2
Evening	4	5.1
Missing	2	2.5
Total Frequency	79	100.0

Table 4.13 displays the preferred length of time for the training sessions to be

conducted. Among the respondents, 33 (41.8%) prefer 1 hour, 26 (32.9%) prefer 1.5

hours, 13 (16.5%) prefer 2 hours, 4 (5.1%) prefer 3 hours. Two people (2.5%) responded

to the "other" category by suggesting short training sessions of 10 or 20 minutes.

Table 4.13

How Long Would You Like the Training Sessions To Be?

	n=78, SD=1.016, M=1.92	
Response	Frequency	%
1 Hour	33	41.8
1.5 Hour	26	32.9
2 Hours	13	16.5
3 Hours	4	5.1
Other (10 minutes, 20 minutes)	2	2.5
Missing	1	1.3
Total Frequency	79	100.0

Table 4.14 suggests how often training sessions should be offered to employees. Among the participants, 46 (58.2%) suggested once per week, 18 (22.8%) suggested twice per week, 6 (7.6%) suggested once per month, and 6 (7.6%) suggested twice per month. Three people (3.8%) responded to the other category by recommending three times per week, one time only, and once per week for each semester.

Table 4.14

How Often Would You Like the Training to Be Conducted?

	n=79, SD=1.123, M=1.76	
Response	Frequency	%
Once per week	46	58.2
Twice per week	18	22.8
Once per month	6	7.6
Twice per month	6	7.6
Other	3	3.8
Total Frequency	79	100.0

Research Question 4: What are the employees' instructional preferences related to the Spanish training?

Table 4.15

I Would Like to Be Taught Using the Following Instructional Resources

	Level of Agreement									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Printed materials (handouts, books, workbooks, worksheets) n=79, SD=.888 M=1.76	33	41.8	31	39.2	7	8.9	1	1.3	2	2.5
Visual aids (transparencies, charts, white boards, diagrams, pictures) n=79, SD=.990 M=2.14	20	25.3	32	40.5	14	17.7	5	6.3	2	2.5
Audio and visual materials (videotapes, DVD, CD, audiotapes, television) n=79, SD=.954 M=1.75	38	48.1	20	25.3	11	13.9	3	3.8	1	1.3
Computer-based resources and interactive CD-ROM n=79, SD=.845 M=1.74	35	44.3	25	31.6	13	16.5	0	0	1	1.3
Reference worksheets (in Spanish and English) containing phrases specific to my job n=79, SD=.864 M=1.66	40	50.6	22	27.8	10	12.7	1	1.3	1	1.3

Table 4.15 provides information from the surveys regarding research question 4. Table 4.15 displays employees' preferences for instructional resources to be utilized in the Spanish training. A mean value close to 1 or 2 coincides with agreement and a mean value close to 4 or 5 coincides with disagreement. *Printed materials (handouts, books, workbooks, worksheets)* had a mean value of 1.76 (*SD* .888) with 81% agreeing, 9% neutral and 3% agreeing. *Visual aids (transparencies, charts, white boards, diagrams, pictures)* had a mean value of 2.14 (*SD* .990) with 65% agreeing, 18% neutral and 8%

disagreeing. *Audio and visual materials (videotapes, DVD, CD, audiotapes, television)* had a mean value of 1.75 (*SD* .954) with 73% agreeing, 14% neutral and 5% disagreeing. *Computer-based resources and interactive CD-ROM* had a mean value of 1.74 (*SD* .845) with 76% agreeing, 16% neutral and 1% disagreeing. *Reference worksheets (in Spanish and English) containing phrases specific to my job* had a mean value of 1.66 (*SD* .864) with 79% agreeing, 13% neutral and 2% disagreeing.

CHAPTER FIVE

SUMMARY, DISCUSSION AND CONCLUSIONS,

IMPLICATIONS, RECOMMENDATIONS

Summary of the Study

Planning an employee Spanish training program at the community college level requires incorporating employee preferences, adult learning theories and a successful navigation of the political planning process. Caffarella (2002) and Cervero and Wilson (2006) suggest that there is a realm of program planning that deals with political issues such as negotiating power and interests. Furthermore, Caffarella (2002), Hanson (1991) and Houle (1972) describe program planning as a technical, linear process. In reality, it can be much more fluid, and critical steps may occur in random order, depending on the needs of the planner. This study examined employee background and preferences and applied adult learning theories to create an effective Spanish training program. As there is minimal research on employee Spanish training, it was necessary to create a program that can address this need at the community college level. This need was successfully met by implementing an occupation-specific training that includes several recommendations to apply this knowledge in a practical way. Caffarella (2002), Bruner (1966) and Sork (1991) explain the necessity for effective and appropriate transfer of learning techniques to ensure the success of any training program. For the purpose of this study, employees at all levels throughout the institution were surveyed and interviewed to determine background knowledge, attitudes and preferences for the training.

Purpose of the Study

The purpose of this study was to understand how adult educators use theories of adult learning and program planning to effectively plan programs. This research was incorporated into the creation of an effective training model for foreign languages. It was also necessary to examine several language training companies to review the instructional design of their products so ideas could be used to train employees in a higher education setting. This study examined the steps successful program planners take in implementing training. The researcher also examined the backgrounds, attitudes, motivation, expectations, and instructional preferences of the employee base at Cumberland County College (CCC) to determine how and when to plan the training. The researcher attempted to communicate the value of the training to employees and to ensure that transfer of learning occurs. The researcher also examined how to incorporate Hispanic cultural awareness into the scope of the project, as this is also a component of the Cumberland County College strategic plan.

Methodology

The researcher surveyed CCC employees on two different professional development days and also interviewed employees from each of the five associations on campus. These associations include executives, administrators, faculty, technical assistants and staff. A total of 91 employees participated in Survey I, 79 in Survey II, and 15 in the interview process. To ensure the rights and privacy of each subject, an Institutional Review Board (IRB) application was submitted for approval (Appendix A). Participants were also given an informed consent form to complete (Appendix B).

Survey I (Appendix C) assessed proficiency levels in Spanish and then provided an open-ended question regarding fluency in any other foreign language. It then offered four questions designed on a 5-point, Likert scale and ended with an open question requesting further comments. Information on Spanish background was posed to assess educational proficiency levels to determine at what level(s) the employee training needed to be offered. The questions regarding fluency in other foreign languages was posed to determine future directions for the strategic plan. Senior staff has mentioned that CCC may want to offer other foreign language training after Spanish. Statements in the Likert scale included comfort level with Spanish-speaking constituents, knowledge of Hispanic cultures, attitudes toward the training's usefulness and interest in participating. The open-ended question, "Please add any relevant comments" was added to gauge whether any employees had any suggestions about the training or possibly an aversion to the training.

The 5-point Likert scale range for the survey questions was as follows: 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree) and 5 (strongly disagree).

Survey II (Appendix D) consisted of five questions that addressed the following: employee expectations for the training levels and content, scheduling preferences, instructional preferences, and transfer of learning preferences. The purpose of researching employee expectations and preferences was to promote a feeling of self-direction in the learner by allowing employees to contribute to the decision-making process. The question regarding transfer of learning was to promote relevance and confidence in employees by providing ways to practically apply the Spanish knowledge.

College employees were also interviewed (Appendix F) which provided a mixed-method instrumentation and served to increase validity and reliability of the data. It allowed the researcher to probe more deeply into attitudes and preferences regarding the training. Eight questions were administered to three members of each of the following categories: executives, administrators, faculty, technical assistants, and staff. The questions referred to attitude toward the training, comfort level with Hispanics, knowledge of Hispanic cultures, willingness to study, concerns related to the training, and recommendations for a successful program. By including the employees' opinions in the planning process, the survey and interviews assisted the researcher in addressing topics such as feeling self-directed, finding meaning, goal-setting, self-efficacy and agency. The surveys and interviews also allowed employees to contribute to decisions regarding scheduling, content, and methods of instruction. In addition, Caffarella's Interactive Model of Program Planning was used as a template to guide the planning process.

Data Analysis

Quantitative and qualitative methods, a mixed-method design, were used as part of the data analysis process. The quantitative data from the Likert scale survey responses were analyzed using the Statistical Package for the Social Sciences (SPSS). SPSS descriptive statistics provided frequencies, percentages, means and standard deviations for Survey I questions regarding comfort level with Spanish-speaking constituents, knowledge of various Hispanic cultures, attitudes toward usefulness of the training, as well as motivation and interest in participation at CCC. SPSS descriptive statistics provided frequencies, percentages, means and standard deviations for Survey II questions

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regarding employees' expectations for the training levels and content, as well as preferences for scheduling, instructional methods and transfer of learning. The corresponding frequencies, percentages, means and standard deviations were calculated and provided in table form within the study.

The qualitative data compiled from the personal interviews and the open-ended questions within the survey were transcribed and analyzed for common themes. The content analysis procedure, as explained in Appendix E, was used to categorize, code and note the frequency of themes within the data (Sisco, 1981). The corresponding frequencies and percentages of the themes were calculated and presented in table form within the study.

<center>Discussion of the Findings</center>

Research Question 1: What exemplary Spanish training programs can be applied to a higher education setting?

<center>Choosing the Program</center>

After careful review of Command Spanish, Rosetta Stone, and Berlitz programs, the committee decided to use Command Spanish. This program will provide occupation-specific Spanish training that focuses more on pronunciation and key phrases than on advanced grammar. However, a minimal amount of grammar is included.

Implementing an elementary program such as Command Spanish is consistent with the findings because 65% of CCC employees reported that they have never formally studied Spanish or if they have studied it, they remember very little. Furthermore, 18% of employees reported that they only know a few common words or phrases. Only 10% of employees would describe themselves as conversational or fluent. As the background

<center>51</center>

knowledge of employees is minimal, the findings suggest that an employee Spanish training program will have to start at an elementary level and progress from that point.

The findings also revealed that 62% of employees desire to achieve at least a conversational level and 24 % would like to attain advanced proficiency. In the future, a program such as Rosetta Stone that addresses more advanced needs may become useful. Berlitz, however, was found to be extremely expensive and more appropriate for business or short-term intensive training in a language.

To execute the planning process, the Goal 7 committee examined Caffarella's (2002) Interactive Model of Program Planning, as well as Hanson (1991) and Houle's (1972) systematic program planning models. The committee experienced that the planning process is not always linear, but often fluid. The committee did not implement every step in the exact order they appear in the models. Using aspects of all three models, the committee progressed through the following stages: discerning the context, identifying program ideas, prioritizing program ideas (which led to the elementary program Command Spanish), developing needs assessment and program objectives, designing instructional plans to achieve objectives, devising transfer of learning plans, making recommendations to the president, selecting formats, schedules and staff needs, and preparing budgets. The Goal 7 committee did not formulate evaluation plans at this time as the sole purpose of year one was to create the plan for later implementation. Suggestions for evaluative assessment are included in the recommendations section of this study.

In discerning the context, planners must be aware of the economic, political and social environment in which they are operating (Caffarella, 2002). Cervero and Wilson

(2006) and Caffarella (2002) emphasize the importance of political and cultural issues in the decision-making realm. As the Spanish training was a component of the CCC Strategic Plan, the economic support was present from the beginning in the form of adequate funding. Of course, a budget had to be formulated and adhered to, but it was not problematic. Regarding political issues, Cervero and Wilson (2006) state that individuals who are positioned higher in the institutional hierarchy will exert more influence in the decision-making process. Employees who are lower in the institutional hierarchy may not be as influential when offering suggestions that are contrary to views held by others positioned higher in the institutional hierarchy.

In addition, the committee had to arrive at a general consensus on how to deliver the instruction. Although Rosetta Stone is an excellent language software program used by the military, NASA, and the Peace Corps, the majority of the committee members felt it was not suitable to the needs of CCC. In the future, when the employees have progressed to a more advanced level, it may become quite useful. Consequently, the decision was made to reject Rosetta Stone and to use the more elementary Command Spanish in combination with videotaped pod casts via the internet. The team leader, a division chair, advocated a training that consisted of a combination of a structured class and computer-based reinforcement.

Research Question 2: What are the attitudes/educational needs of CCC employees regarding the Spanish training program?

Levels of Proficiency/Fluency

As previously discussed, 35% of employees reported they have never formally studied Spanish and 30% reported that they have, but remember very little of it.

Furthermore, only 10% reported that they have at least some conversational ability or fluency in the language. It is safe to conclude that the training must commence at a slower pace and an elementary level. The findings are consistent with Zemke and Zemke's (1984) argument that when learning is too fast-paced or complex, it actually interferes with the learning process itself. The findings also relate to Sisco's (1991) claim that adult learners may experience anxiety about returning to the classroom so it is important to promote a welcoming and non-threatening climate. Also, Bruner (1966) states that it is important to structure lessons in a way that simplifies the information and allows the learner to easily absorb it. For these reasons, Command Spanish was suggested as a suitable program for the initial training of CCC employees.

<div align="center">Comfort Level with Hispanics and their Culture</div>

The majority of employees (76%) reported that they do not feel comfortable with their ability to communicate effectively with Spanish-speaking constituents. Similarly, the majority of employees (76%) reported that they disagreed or were neutral toward the statement *I feel very knowledgeable about the various cultures that make up the Hispanic community*. The findings revealed a need to increase language ability as well as comfort levels with Hispanics. Relying on social learning theory, the committee decided it would be beneficial to approach the training as fulfilling the development of the whole person. The desired end result will be personal growth in the areas of empathic response and cultural awareness, in addition to knowledge of the Spanish language. A goal of the committee will be to help employees realize that the training will ultimately help them feel more competent and effective in their occupation. Employees need to understand that they will be able to use, and improve, this knowledge on a daily basis in the

workplace. As Knowles (1980) states, people find learning through experience more meaningful and are more motivated to learn when they can relate the information to a real-world situation. Sisco (1991) echoes this sentiment by emphasizing the importance of helping learners understand the purpose of a course and also helping them to develop a relationship with the content and resources of the course. The training would not be successful if employees did not find relevance and meaning in learning a second language.

Furthermore, learning about the Hispanic culture coincides with Lave and Wenger's (1991) theory that learning occurs in a social context and in relationship with others. Learning is facilitated when individuals are willing to engage themselves in their social environment. As participation in the community graduates from a peripheral level to more involved, deep learning can occur. Lave and Wenger refer to this idea as situated learning or legitimate peripheral participation. This is relevant to the Spanish training program in that employees can learn much about the culture and language of the Hispanic community if they are willing to engage and interact socially with them. This can only happen if employees develop confidence in speaking the language and reaching out to this population.

<div align="center">Attitudes Toward Training</div>

The majority of employees surveyed (55%) believe that the Spanish training will help them to more effectively perform their job and 68% responded that they are interested in participating. The findings from the interviews revealed that employees believe the training will be beneficial because it will promote a welcoming environment, address community needs, make employees more accessible and better able to serve,

promote empathy, support the growth of the county, and contribute to their personal growth. The findings support both Knowles (1980) and Zemke and Zemke's (1984) claims that adults like to be able to relate new concepts to relevant problems in life and feel more motivated if they have a use for the knowledge or skill being taught. In a similar vein, the findings are consistent with Goleman's (1994) theory of emotional intelligence which suggests that internal motivation is just as important as intelligence in determining one's success in any endeavor.

An overwhelming majority of employees interviewed (80%) believe that the Spanish training should not be required. Consequently, the Goal 7 committee did not recommend mandating it. The findings showed that employees felt that mandating would create resistance, employees can be encouraged with incentives, or employees should just inherently desire to do it. Regarding resistance, the findings support Knowles' (1980) belief that when an instructor tries to impose strong will on students in a dogmatic way, it will often produce in the adult student feelings of apathy, resentment, and eventually withdrawal.

The findings also showed that there were still some employees that were either neutral or disagreed (31%) with the statement *I am interested in participating in a Spanish training program.* As Sisco (1991) explains, older adults returning to the classroom after many years may feel anxiety about returning to school and may have doubts about their ability to handle the coursework. He posits that adult learners need to develop relationships with classmates, the instructor, and the content. To address the need for motivating resistant employees, several theories can be utilized.

Bandura (1989) explains that adults who believe in their capabilities will be more motivated and those who do not will become easily discouraged. As a result, the committee wanted to implement an elementary program with a lot of supplemental assistance so employees would not feel overwhelmed. Also, employees were allowed to assist in creating the program and making decisions on proficiency level, content and method of delivery. Bandura states that goal-setting helps adult learners feel purposeful and motivated. The committee wanted to help employees feel self-directed and to experiencing self-efficacy through goal-setting. To summarize, the plan was to convince learners that they can learn Spanish and that the training will be in small, manageable pieces with support available (reference sheets to aid memory, computer pod casts and software to practice). The training will be self-directed and voluntary, and the classroom environment will be democratic, social and fun. The committee decided not to have tests or put extensive pressure on the learners. This is consistent with Sisco (1991) and Knowles (1980) who emphasize the importance of climate setting and self-direction to facilitate learning in adults. Knowles advocates the following conditions to facilitate learning in adults: "(a) respect for personality, (b) participation in decision-making, (c) freedom of expression and availability of information, and (d) mutuality of responsibility in defining goals, planning and conducting activities, and evaluating" (Knowles, 1980, p. 67).

Another important aspect of the planning process is ensuring that employees have ample time to practice their Spanish. The majority of those interviewed (67%) expressed that they would find it difficult to find time to practice and hone their new language skills. The findings showed that employees are very busy with their work and personal

lives and that they felt the college should provide social gatherings, a buddy system, games or computer programs to supplement the training. Employees expressed a need to participate in situations where they would have the opportunity to converse with Spanish natives and be corrected in a non-threatening atmosphere. The findings are consistent with Gagne (1965) who asserts that it is important to confirm correct responses immediately in a learning situation. This will help to reinforce learning and produce satisfaction in the learner.

<center>Employee Concerns and Recommendations</center>

CCC employees who were interviewed revealed several concerns related to the implementation of the Spanish training program. The findings displayed primary needs such as incentives/motivation, flexible scheduling, practical application of the knowledge, and recognition of various learning styles. They also suggested several similar recommendations to make the program a success. The primary themes were make the training attractive and fun, have social gatherings/brown bag lunches, provide practical application (relevance), align with employee work schedules, and create a buddy system with native speakers. Other suggestions were to provide a formal classroom environment, immersion trips or retreats, teach empathy and cultural awareness, and have an enthusiastic professor. Furthermore, CCC administration must support the endeavor financially and emotionally. This is consistent with Caffarella's (2002) belief that support must come not only from the top, but also mid and senior-level managers. The previously mentioned need for a social, interactive training is consistent with Sisco's (1991) argument that relationships with classmates and the material are beneficial for learning. The committee believes that strong social bonds among the

learners will produce a non-threatening climate that adult learners desire and will encourage them to practice and progress in the language. As CCC employees have requested that part of the training be informal, interactive, fun, and non-threatening, the committee decided to provide many social activities in addition to the computer pod casts as supplements. These decisions are reflective of the statement that adults have "a nascent need to direct their own learning" (Sisco, 1991, n.p.). The committee attempted to deliver the instruction according to employees' preferences. The findings related to social interaction also coincide with Houle's (1972) program planning model that speaks of "social reinforcement" as an integral part of planning a program. He suggests providing interpretation of the activity and social support so participants agree to it. Finally, the findings support Lave and Wenger's (1991) theory of situated learning which states that learning occurs in a social context in relationship with others.

Research Question 3: What are the employees' expectations regarding content and scheduling?

Preferences – Content and Scheduling

The committee structured the scheduling and content of the Spanish training according to employees' survey responses. The majority of employees (86%) desire to achieve a conversational level or advanced proficiency. Command Spanish will be used at first for elementary instruction in key phrases and will provide basic conversational ability quite rapidly. Employees will be given the option to continue with advanced, formal classroom training to progress further if they so choose. The findings show that employees need to start at an elementary level in the beginning. These decisions are based on cognitivist theory and Bruner's (1996) theory that it is important to consider the

"optimal structure" of the content to be learned so that it can be easily grasped by the learner. These decisions are also reflective of Gardner's (Bennett & Rolheiser, 2001) theory of multiple intelligences which recognizes that people have different strengths as learners. Not everyone operates within the linguistic style. Because Command Spanish focuses on pronunciation, key phrases, and reference worksheets, it will be a valuable program with which to start. Employees will not be required to memorize large amounts of grammar, vocabulary, and verb tenses within the first training period.

Regarding scheduling, the findings showed that employees prefer morning or afternoon sessions (92%), for 1-1.5 hours (75%) that are offered once or twice per week (81%). The committee will follow these guidelines and has decided to offer the training for 10 weeks during the semester. The employees were allowed to decide on scheduling and content to promote a sense of self-direction, as advocated by Sisco (1991) and Knowles (1980).

Research Question 4: What are the employees' instructional preferences?

Preferences – Instructional Methods

CCC employees advocated using a variety of learning modes to address their needs. Recognizing and addressing different learning styles was mentioned often during the interview process. Overall, 81% of the employees surveyed advocated the use of printed materials (handouts, books, worksheets), 66% supported the use of visual aids (transparencies, white boards, diagrams), 73% recommended audio and visual materials (DVD, CD, audiotapes, television), and 75% suggested computer-based resources and interactive CD-ROM. Finally, 79% stated that they would like to be provided reference worksheets in Spanish and English with occupation-specific phrases to help them

communicate more easily. The findings show a desire for multiple methods of instruction. There was not just one method that all employees favored. The percentages are quite high for each instructional method of delivery and suggest that it is important to be flexible and accommodating when creating instructional plans. The findings coincide with Bruner's advice that "the fact of individual differences argues for pluralism and for an enlightened opportunism in the materials and methods of instruction" (Bruner, 1966, p. 71). Furthermore, the findings suggest using multiple methods of delivery, which is supported by Bruner, Goodnow, & Austin's (1956) statement that:

> one can rate strategies in terms of the general demands they make upon
>
> the problem-solver's memory and inference capacities. Working on
>
> problems with orderly visual aids imposes less general strain than does
>
> work of a similar nature when there are no visual aids and everything
>
> must be done in the head. (p. 96)

Bruner (1966) states new information should be presented in a way that simplifies it and makes it easier to grasp. Learning should be structured to correlate with the status and gifts of the learner, using multiple modes. Bruner's ideas are consistent with Gardner's (Bennett & Rolheiser, 2001) theory of multiple intelligences, which posits that people have different gifts and strengths regarding how they learn and process information. For this reason, Command Spanish promises to be quite helpful as it provides rapid second language acquisition using bilingual reference worksheets without requiring extensive memorization. For example, department heads will be asked to submit key phrases needed to function in their respective areas. Employees will focus on learning pronunciation of these key phrases that will be provided on reference sheets in both

English and Spanish. In addition, a Spanish textbook will be used to teach cultural awareness and minimal grammar and vocabulary. Videotaped pod casts of each lesson will be available via the internet for all employees as a supplemental tool. After the initial training course, the professor will teach more advanced sessions concurrently with the elementary course. Employees can choose to advance to higher levels that will be presented each semester over the next five years of the strategic plan.

Transfer of Learning

Caffarella (2002) defines transfer of learning as helping learners apply what they have learned in practical ways in the workplace. Transfer of learning serves as a tool to help learners apply their new knowledge and to find relevance. Caffarella further explains that it is important to designate specific individuals who will be in charge of implementing the transfer of learning techniques. Each member of the committee will be considered charged with this task and will form what is known as a "transfer team." The transfer team will assist in implementing several activities to ensure successful transfer. An individual technique that the committee has chosen to utilize is the use of job aids, or mechanisms for providing reference information. These can include such things as checklists, worksheets, charts, audio or videotapes. The committee decided to offer employees reference worksheets containing key phrases in English and Spanish to facilitate communication with Hispanic students. Another transfer of learning technique to be implemented will be support groups (in the form of social gatherings) which allow employees to voluntarily attend for the purpose of practicing Spanish. In the future, as skills progress, the committee will consider a buddy system to pair native speakers with learners. In addition, immersion trips to Spanish-speaking countries or immersion

retreats will be considered. The findings suggest that employees are interested in these types of activities. Among the respondents, 40% said they would like the college to offer transfer of learning techniques after the training that would allow for practical application of their new knowledge. CCC employees responded that they would participate in the following: fun activities/games (66%), social gatherings/brown bag lunches (53%), buddy system to converse (27%), and immersion trips to a Spanish-speaking country or local retreat (20%).

The findings also support Bruner's (1966) idea of "transferability of what has been learned to new instances," which refers to how the planner ensures that the knowledge is put to practical use after the training or instruction. Furthermore, the Command Spanish philosophy believes that transfer of learning can be facilitated by providing employees with reference worksheets in both English and Spanish. Therefore, an employee can refer to the list of key phrases and questions to serve a Hispanic customer or student. This allows the employee to feel confident and competent in his/her conversational ability and less likely to direct potential customers elsewhere. As a result, the employee can experience self-efficacy in that he/she succeeded in assisting the customer. This is consistent with the philosophy of the CCC Strategic Plan which is to create a more empathetic, welcoming workforce.

Conclusions

This study offered insight regarding employee backgrounds, attitudes and preferences and facilitated the creation of an effective employee Spanish Training program. The researcher used adult learning theories, program planning theory and exemplary Spanish training programs to complement the quantitative and qualitative data

collected. The training program created addressed employees' language needs with a focus on cultural awareness. The study found that the majority of CCC employees had marginal knowledge of the language and culture but held positive attitudes toward the training and toward Hispanics in general. It also suggested that employees desired multiple methods of instruction that included a traditional classroom approach coupled with interactive and enjoyable methods of applying Spanish in a practical manner. This could include games, a buddy system, brown bag lunches, foreign travel or Spanish-immersion retreats. Employees are interested in weekly sessions of 1-1.5 hours during the workday and would like ample opportunities to continue to speak and find relevance once the training is complete.

Through quantitative and qualitative research, the Goal 7 committee created a promising employee Spanish training program for CCC. This program will be taught by the current CCC Spanish professor, who has a Master's in Higher Education from Rowan University with a specialty in Bilingual/ESL education. The professor also has extensive background in Spanish instruction at the college level as well as in the community through CCC's professional and community education department. She is very excited and motivated about teaching this training. This is consistent with the findings that revealed a desire to hire an enthusiastic instructor.

The training will consist of offering 10 training sessions of 1.5 hours each throughout the fall and spring semesters. The training program will conclude after 10 weeks, at which point students will have the choice to advance to the next level or to maintain their current level. Maintenance of this new knowledge will be accomplished by several transfer of learning strategies developed by the Goal 7 committee. Examples

of these strategies include bilingual reference sheets that are occupation-specific, social events to interact in the target language, and pod casts that are accessible online or via an I-Pod. These pod casts will be videotaped versions of the lectures that the professor presents each week and will serve as a supplemental tool for absent employees or for those who just want additional reinforcement. The Goal 7 team also recommended implementing a "buddy system" where Hispanic employees agree to meet occasionally with new learners to refresh and practice their skills in an informal environment. This method is consistent with Lave and Wenger's (1991) peripheral participation, which posits that learning occurs in a social context in relationships with others.

In addition, any institution attempting to implement language training, or any employee training, needs to recognize the importance of "selling the purpose." According to the surveys and more importantly, the personal interviews, it is safe to conclude that CCC employees need to understand the mission of the institution and to feel connected to it. This can be easily accomplished as the president and senior executives continue to operate within the symbolic and human resource frameworks. Employees expressed that they do not want to be mandated to complete the Spanish training. However, they are positive toward this strategic initiative and are willing to participate. They want to feel valuable, respected, and connected to the organization's mission. Because CCC employees understand the institution's vision and strategic plan, and feel worthwhile in contributing to it, their intrinsic motivation has followed.

Recommendations for Practice and Further Research

The following recommendations are made for practice and further research:

1. Offer a Spanish training program during a semester that includes a traditional classroom setting 1.5 hours per week coupled with a computer-based supplemental tutorial.

2. Teach occupation-specific Spanish (using Command Spanish) by interviewing departments for key phrases needed. This addresses the need for employees to experience relevance and self-directed learning.

3. Interview various department heads in order to create reference worksheets in English and Spanish to be used in each office. These references sheets can facilitate the transfer of learning process.

4. Provide games, social gatherings, and a buddy system to allow for an interactive learning environment and to promote relevance and transfer of learning.

5. For the purpose of experiencing an immersion environment, organize a trip to a Spanish-speaking country or a "Spanish only" retreat.

6. Include cultural awareness as well as a sociological component in the training to explain economic or personal reasons why certain populations migrate to a particular area.

7. As an evaluative tool, conduct a pre and post survey to measure employees' empathic response and cultural awareness toward Hispanics, as well as their ability to communicate in the Spanish language.

8. Utilize a formative and summative committee to evaluate overall effectiveness of both the program planning and the language training process.

9. Conduct a larger study involving additional higher education institutions. The researcher only examined a small, rural institution. Larger studies would allow

comparisons between two and four year, rural and urban, public and private institutions regarding employee attitudes and preferences for this type of training.

10. A follow-up study is recommended to explore employee attitudes and preferences toward the training and the transfer of learning process. As they improve their Spanish skill levels and cultural knowledge base, employees may exhibit different attitudes and may suggest innovative approaches to the process.

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APPENDIX A

Institutional Review Board Disposition Form

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an original and two copies of the completed application to the Office of the Associate Provost.

NOTE: Applications must be typed.
Be sure to make a copy for your files.

FOR IRB USE ONLY:
Protocol Number: IRB- _2007-065_
Received: _____ Reviewed: _____
   Exemption: ___Yes ___No
   Category(ies): |
Approved _X̶u̶a̶l̶_ (date) _12/20/06_

Step 1: Is the proposed research subject to IRB review?

All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, STOP. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.

Project Title:
Effective Program Planning for Adult Learners

Researcher: Melissa Wright

Department: Office of the President   Location: Cumberland County College

Mailing Address: 3322 College Drive
                   Vineland. NJ 08362-1500

E-Mail: mwright@cccnj.edu   Telephone: (856) 691-8600 ext. 326

Co-Investigator/s:
none

Faculty Sponsor (if student)* Dr. Burton Sisco
    Department: Educational Leadership   Location: Rowan University
    E-Mail: sisco@rowan.edu   Telephone: (856) 256-4500 ext. 3717

APPENDIX B

Informed Consent Form

Informed Consent Form

I agree to participate in the study entitled "Effective Program Planning in Higher Education" which is being conducted by Melissa Wright at Cumberland County College, Vineland, NJ.

The purpose of this study is to research the employees' motivation levels, expectations, instructional preferences, and Spanish background. It will also examine attitudes toward Hispanics, knowledge of Hispanic culture, as well as concerns and recommendations to make the training a success. This information will be used to create an effective Spanish training program. The data collected in this study will be combined with literature on program planning and adult learning theory to be submitted to the Department of Educational Leadership, Rowan University, in partial fulfillment of the requirements of the Master's of Arts in Higher Education Administration.

I understand that my responses to this survey or interview will be anonymous and that all data gathered will be confidential. I agree that any information obtained from this study may be used in any way considered best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation is voluntary and that I need not respond to all questions. I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study, I may contact the research advisor, Dr. Burton Sisco at (856) 256-4500, ext. 3717 or e-mail sisco@rowan.edu.

Please return this form to Melissa Wright in the Success Center.

_____   _____
(Signature of Participant)   (Date)

_____   _____
(Signature of Investigator)   (Date)

APPENDIX C

Employee Spanish Training Survey I

Employee Spanish Training Survey I

This survey is being administered as part of the CCC Strategic Plan's Goal 7. The goal is to "communicate effectively with constituents from diverse language backgrounds", and we are implementing an employee training program in the Spanish language. Your voluntary support is important to the success of the project and is greatly appreciated. Thank you for your cooperation.

1. Please fill in the circle for the statement below that most accurately describes you:

    O   I have never formally studied the Spanish language.

    O   I have formally studied the Spanish language, but remember very little of it.

    O   I know common words and phrases in Spanish.

    O   I am conversationally proficient in Spanish.

    O   I am fluent in Spanish.

2. If you are fluent in another language besides Spanish, please specify: _____.

Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. I feel comfortable with my ability to communicate effectively with Spanish-speaking constituents.	O	O	O	O	O
4. I feel very knowledgeable about the various cultures that make up the Hispanic community.	O	O	O	O	O
5. Spanish training will help me to more effectively perform my job.	O	O	O	O	O
6. I am interested in participating in a Spanish training program.	O	O	O	O	O

Please add any relevant comments in the space provided:

_____

_____

_____

_____

APPENDIX D

Employee Spanish Training Survey II

Employee Spanish Training Survey II

On the previous Employee Spanish Training Survey, 69% of respondents indicated they would be interested in participating in a Spanish training program at Cumberland County College. The purpose of this survey is to help plan this training. Please answer the following questions to the best of your ability.

1. At what level would you like to communicate after the training? (please indicate only one response)

   O   Learn "hello", "good-bye" and a few other common phrases

   O   Learn only those phrases specific to my position at CCC

   O   To be conversational: to be able to ask and answer simple questions, give directions, discuss the weather, understand basic sentences

   O   Advanced proficiency: to know extensive vocabulary and verb tenses, and to hold complex conversations or debates

2. When is the best time for you to attend training sessions? (please indicate only one response)

   O   Morning   O   Afternoon   O   Evening

3. How long would you like the training sessions to be? (please indicate only one response)

   O   1 hour

   O   1.5 hours

   O   2 hours

   O   3 hours

   O   Other _____

4. How often would you like the training to be conducted? (please indicate only one response)

   O   Once per week

   O   Twice per week

   O   Once per month

   O   Twice per month

   O   Other _____

5. Please indicate your agreement with the options below: I would like to be taught using the following instructional resources:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Printed materials (handouts, books, workbooks, worksheets)	O	O	O	O	O
b. Visual aids (transparencies, charts, white boards, diagrams, pictures)	O	O	O	O	O
c. Audio and visual materials (videotapes, DVD, CD, audiotapes, television)	O	O	O	O	O
d. Computer-based resources and interactive CD-ROM	O	O	O	O	O
e. Reference worksheets (in Spanish & English) containing phrases specific to my job	O	O	O	O	O

Thank you for your participation!

APPENDIX E

Rules and Procedures for Logical Analysis of Written Data

APPENDIX E: RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.

2. verbiage not considered essential to the phrase or clause will be edited out-- e.g., articles of speech, possessives, some adjectives, elaborative examples.

3. Where there is a violation of convention syntax in the data, it will be corrected.

4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).

5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by using parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.

2. From this tentative analysis, logical categories will derived for the units.

3. When additional units of data suggest further categories, they will be added to the classification scheme.

4. After all the units from a particular question responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further
analysis steps are undertaken, depending on the nature of the data-- i.e., ranking
of categories with verbatim quotes which represent the range of ideas or opinions.
(p. 177).

APPENDIX F

Spanish Training Program at Cumberland County College Interview Questions

Spanish Training Program at Cumberland County College

Interview Questions

1. What do you think about the CCC Strategic Plan Goal 7 which is to reach out to Hispanic constituents?

2. How would you describe your comfort-level with Hispanic constituents?

3. What are your attitudes toward, or your knowledge of, the Hispanic culture?

4. Do you feel that the Spanish training at CCC is worthwhile and will help you to more effectively perform your job?

5. How do you feel about being required (or mandating employees) to participate in the Spanish training?

6. Will it be difficult to find time to practice and hone your Spanish skills?

7. What concerns, issues, or potential problems do you foresee that our planning committee should take into account?

8. What recommendations do you have for helping to make the Spanish training program at CCC a success?

APPENDIX G

CCC Strategic Plan Directions (4)

Access, Alignment, Accountability

Moving the college, community forward
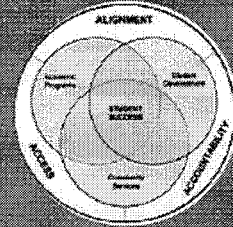
Cumberland County College's 2006-2011 Strategic Plan was developed around three interlocking concepts: access, alignment and accountability. The plan's goals call for upgrading the educational, social and economic conditions in Cumberland County.

If these goals are accomplished, life in Cumberland County will be better for all of us. But before we can succeed, we need many agencies and individuals in the community to help carry out this ambitious plan, which has been endorsed by the CCC Board of Trustees, the college community and many stakeholders throughout the area.

The 2006-2011 Strategic Plan will lead Cumberland County College into collaborative efforts with community stakeholders to accomplish the following:

Strategic Direction 1. Increase the number of Cumberland County high school graduates who have knowledge and skill sets commensurate with postsecondary education expectations and/or entry level skills for the 21st Century job market.

Strategic Direction 2. Identify and develop educational/career pathways (9th grade through associate and/or baccalaureate degree) aligned with "family sustaining" jobs that have high growth potential for Cumberland County.

Strategic Direction 3. Increase the achievement rate of all students while reducing the "achievement gaps" between and among various student cohorts at Cumberland County College.

Strategic Direction 4. Identify, disseminate, and report on data points measuring a continuous improvement process.
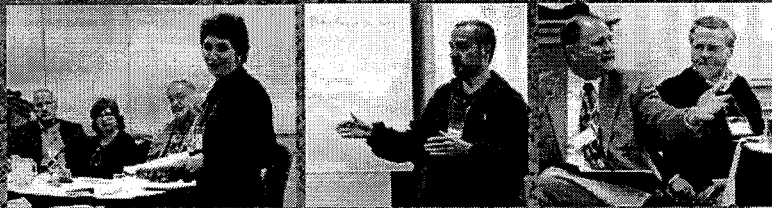
Dr. Diane Zompa, Senior Policy Analyst, SETC

David Hagedorn, CCC Asst. Director, Student Life and Athletics

Dr. Victor Gilson, Superintendent, Bridgeton School District; Dr. Joseph Gower, Provost, Georgian Court University

APPENDIX H

CCC Strategic Plan Goals (8)

"We need synergy among Cumberland County College, Cumberland County and other colleges to create something larger than ourselves."

— Dr. Kenneth Ender, President
Cumberland County College

Specifically, the college will accomplish the following strategic goals:

Strategic Goal 1. With high school partners develop and articulate a high school curriculum that if successfully pursued, will provide high school graduates with the knowledge and skills necessary to enter post-secondary education without remedial education.

Strategic Goal 2. Implement career/academic educational clusters for high school students and others in: (1) Architecture and Construction; (2) Business Management and Administration with Pathways in Hospitality, Tourism, and Retail; (3) Education and Training; (4) Health Science; (5) Law, Public Safety, and Security, through the community education, certificate, associate and baccalaureate degree levels.

Strategic Goal 3. Develop programs designed to attract and aid the entry of historically underrepresented populations into career clusters specifically within science, technology, engineering, mathematics, and education.

Strategic Goal 4. Construct and open a University Center on CCC's campus that will provide baccalaureate degrees, through partnerships, in programs aligned with appropriate associate degree programs and high growth industries in Cumberland County and the region.

Strategic Goal 5. Develop and deliver a variety of "work readiness" credentials.

Strategic Goal 6. Provide multiple options for curriculum and services delivery aligned with student needs and availability.

Strategic Goal 7. Communicate effectively with constituents from diverse language backgrounds.

Strategic Goal 8. Develop strategies for measuring student success and utilize results to provide targeted support.