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Integrated instruction: Perceptions of community college faculty

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INTEGRATED INSTRUCTION: PERCEPTIONS OF

COMMUNITY COLLEGE FACULTY

by

Lisa Wheeler, M.Ed.

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

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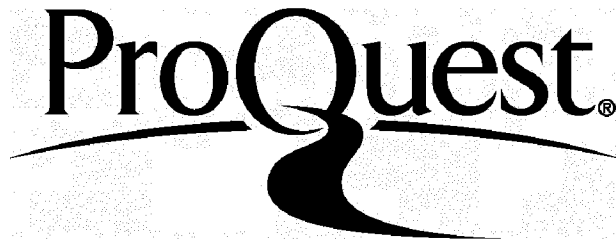LOUISIANA TECH UNIVERSITY

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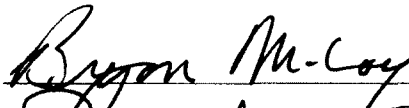
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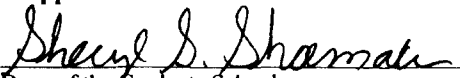
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ABSTRACT

Community colleges in some states have explored delivery options to accelerate students through remediation and into credit-bearing courses, reduce attrition rates and time-to-degree, and increase retention and completion rates. Two of these options, contextualized and integrated instruction, have demonstrated clear academic advantages for students and promising fiscal advantages for institutions. However, since many of the promising innovations colleges are exploring require faculty to make the biggest adjustments, this study addressed the impact of contextualized and integrated instruction on faculty.

Literature was plentiful on the models themselves and the effect on student outcomes, but a gap existed for the impact of these models on faculty. The common thread throughout the literature of integrated programs was that successful implementation depended not only upon the great idea, the available financial resources, or the top-down support given by administration, but also upon the willingness of instructors to innovate and collaborate. Some studies suggested that faculty are critical for successful instructional innovations, but that their specific perceptions and behaviors have not been sufficiently studied in the context of planning and implementing these campus initiatives.

This qualitative case study, therefore, explored the perceptions of faculty who participated in contextualized and integrated instructional models. Using personal

interviews, the study examined the culture of selected campuses through the eyes of the faculty to understand how the initiatives were implemented, and which campus practices and policies contributed to or inhibited successful implementation.

Interviews explored (a) How faculty members characterized integrated or contextualized instruction; (b) The experiences of faculty members who implemented integrated instruction; (c) What faculty identified as the benefits and challenges for the student, the institution, and themselves; and (d) What practices or policies contributed to or inhibited successful integrated or contextualized instruction.

Findings were significant for community college administrators to understand concerns regarding the time required for planning contextualized and integrated instruction, and practical considerations for aligning syllabi, learning outcomes, advising practices, and providing professional development for faculty. Findings were significant on a broader scope as they related to project management for any change effort on a campus.

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DEDICATION

"Education is simply the soul of a society as it passes from one

generation to the next. Together, let us ensure safe passage."

G.K. Chesterton

I gratefully dedicate this dissertation to the individuals who have influenced my

life significantly, and who have encouraged me to devote myself to education. Without

their support, this would never have been possible.

To my parents, who have consistently inspired me to approach life with a

positive attitude, and who have sacrificed in many ways to provide me with many

educational, spiritual, cultural, and artistic opportunities. Thank you for shaping my

character and developing that "raw talent" the professors told you about so many years

ago.

To my husband Keith, my closest friend, soul mate, and constant encourager,

thank you for insisting that I can do more than I realize and for speaking the truth to me.

You make me laugh every day, and exhibit an extraordinary amount of patience. Please

know that the completion of this milestone signals a return to home-cooked meals.

To Landon and Spencer, my sons and my greatest source of pride, thank you for

continually demonstrating to me that knowledge and learning are not purely academic

pursuits, but the reward for a daily curiosity, a genuine inquisitiveness about the world

around us, and the worlds we do not yet know. You are my great treasure and I am

thankful for you.

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CHAPTER 1

INTRODUCTION

Developmental education as it exists in the United States has not met the needs

of millions of adults who enroll each year in basic skills programs. Neither has it met

the needs of the community colleges that enroll them (Achieving the Dream, 2011;

Boatman & Long, 2010; Community College Leadership Forum, 2012; Kelderman,

2012). In recent years, more than 60 percent of all incoming college students were

referred to at least one remedial course, but less than 25 percent of those who started

remedial courses actually finished them and progressed to credit-bearing, college-level

coursework within eight years of initial enrollment in college (AACC, 2011; Bailey &

Cho, 2010). In remediation, students lost focus (Bailey, Jeong, & Cho, 2010), ran out of

finances, and became discouraged (Perin, 2011). They struggled emotionally and often

dropped out when they did not progress with their peers (Scott-Clayton & Rodriguez,

2012).

Complicating the problem was the fact that performance-based funding

initiatives created conflict between increasing productivity and maintaining academic

rigor (Baldwin, 2013; College Board, 2011; Kelderman, 2012). For institutions,

dropouts and stop outs resulted in lower retention rates, lower graduation rates, and

longer time-to-degree patterns (McLendon, Hearn, & Deaton, 2006; National

Conference of State Legislatures, 2012). State accountability initiatives now link state

appropriations to completions rather than census headcounts (Baldwin, 2013;

Kelderman, 2012; McGuinness, 2011; Rabovsky, 2012). Therefore, community

colleges are pressed to enroll and graduate students who arrive underprepared for credit-

bearing college coursework in the same window of time allowed for students who arrive

academically prepared (Mangan, 2014; Schmidtlein & Berdahl, 2011).

Remediation is a necessary part of any open enrollment institution, but data on

student progression through remediation suggests that the sequence of courses is too

complicated (AACC, 2014; Abts, 2013) and that it takes too long (Bailey & Cho, 2010).

Getting students into credit-bearing courses as quickly as possible becomes the goal and

makes it more likely they will have momentum to succeed (Mangan, 2013).

Completion of remedial coursework at community colleges has traditionally

been required before students can enroll in college-level, credit-bearing training.

Students were not permitted to enter a chosen program until all remediation was

completed (Perin, 2011). However, motivation to achieve may diminish if lectures are

filled with abstract concepts, which are taught separately from real-life application of

those concepts. In those instances, underprepared students may only be receiving more

of what did not work for them in high school (Boatman & Long, 2010). Rehashing that

content using those same approaches can frustrate students and lead to dropping out

(Bond, 2004; Wiseley, 2009). Two new approaches toward developmental coursework

have been introduced that integrate the developmental coursework with the technical

training content or embed the technical content into the developmental coursework,

moving from an abstract presentation to a contextualized presentation.

Statement of the Problem

Community college faculty are crucial to the success of instructional innovations, but their perceptions and behaviors are not always considered when planning and implementing solutions. It is faculty who often make the biggest adjustments in transition to new models of instruction (Edgecombe, Jaggars, Baker, & Bailey, 2013). Bickerstaff and Cormier (2014) observed that many of the promising innovations required faculty to make substantive changes to their teaching practice, and that faculty perception of those changes evolved over the timeline of an implementation. Other researchers emphasized that implementation of integrated coursework at an institution had great implications for faculty and administrators as it related to multiple aspects of resources, research, replicability, and sustainability (Baker, Hope & Karandjeff, 2009). At the institutions where integrated instruction worked well, the success was due to an instructor's willingness to modify instruction and the college's capacity to incentivize necessary changes (Community College Leadership Forum, 2012). The common thread throughout the literature of integrated programs was that successful implementation depends not necessarily upon the great idea, the available financial resources, or the top-down support given by administration, but upon the willingness of instructors to innovate (Bond, 2004; Community College Leadership Forum, 2012; Jenkins, 2011; National Council for Workforce Education and Jobs for the Future, 2010; Perin, 2011; Wachen, Jenkins, & Van Noy, 2011).

In most instances, successful implementation at community colleges was possible because faculty were willing to collaborate on planning and teaching, share their classrooms with other faculty members, and participate in frequent professional

development throughout the implementation (Edgecombe, Jaggars, Wu, & Barragan, 2014; Wachen, Jenkins, & Van Noy, 2011). At campuses where success prevailed, the faculty who participated in the integrated programs demonstrated an increased commitment to continuous improvement and a greater awareness of the impact that contextualized and integrated learning had on student learning outcomes (Baker, Hope & Karandjeff, 2009; Corbin, 2001; Perin, 2011). If, however, faculty job satisfaction during the implementation waned, there was potential for an initiative to falter, even though the model was sound and the execution plan was well developed (Bennett & Bennett, 2003). Contextualized and integrated courses presented clear academic advantages for the students and fiscal advantages for the institutions but it was not clear whether they presented an advantage for faculty (Edgecombe, Jaggars, Xu, & Barragan, 2014; Wachen, Jenkins, & Van Noy, 2011).

Purpose of the Study

This study explored the perceptions of faculty who participated in contextualized and integrated instructional models. The culture of campuses that implemented these integrated instructional models were examined to understand which elements contributed to and which practices and policies inhibited successful implementation. Based on the literature studied, the researcher sought evidence to suggest that integrated instruction and contextualized instruction held value for faculty as well as students and institutions.

Research Questions

The research questions that guided this study were:

(1) How do faculty members characterize integrated or contextualized instruction?

(2) What are the experiences of faculty members who implement integrated instruction?

(3) What do faculty identify as the benefits and challenges for the student, the

institution, and themselves?

(4) What practices or policies do faculty feel contribute to or inhibit successful

integrated or contextualized instruction?

Figure 1 displays the focus of the research study.
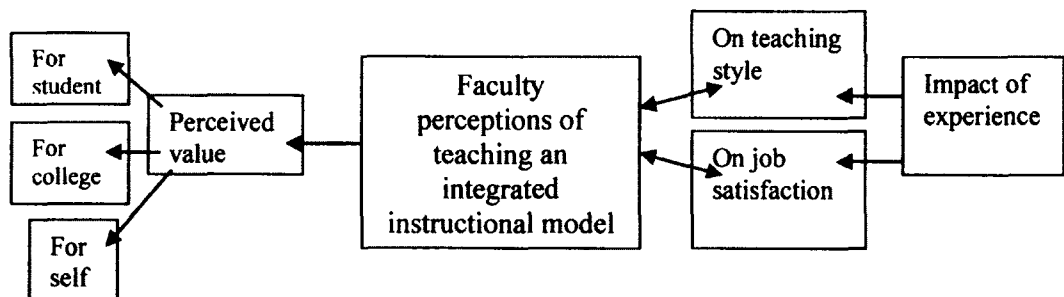
Figure 1. Focus of Study

Theoretical/Conceptual Framework

The researcher viewed this study from a social constructivist framework (Denzin

& Lincoln, 2003; Kegan, 1994; Merriam, 1998; Stake, 1995; von Glasersfeld, 1995;

Vygotsky, 1978). Vygotsky explains that social constructivists view both the context in

which learning occurs and the social contexts that learners bring to their learning

environment as equally important. Stake (1995) asserts that adults construct their

understanding not merely by discovering it separate and apart from their experiences,

but by building it, by recombining the new information with information they have

already learned by experience. He explains that human construction of knowledge

begins with sensory experiences of external stimuli, but develops fully when

perceptions of those stimuli mix with existing perceptions to create an entirely new way

of knowing a concept. Stake views the case study researcher as a gatherer of the participants' constructed realities, but believes researchers should expect another layer of reality to be constructed by the readers of the report they eventually publish.

Merriam (1998) asserts that qualitative case study is necessarily constructivist in nature, because the key philosophical assumption upon which all types of qualitative research are based is that reality is constructed by individuals interacting with their social worlds. She reasons that reality is not an objective entity, but multiple interpretations of reality. The important thing for a case study researcher, then, is to understand the meaning or knowledge constructed by the participants. What is going on here? How are these instructors making sense of this innovation on their campus? What is the value or worth of this innovation to these instructors who are implementing it?

> The researcher brings a construction of reality to the research situation, which interacts with other people's constructions or interpretations of the phenomenon being studied. The final product of this type of study is yet another interpretation by the researcher of others' views, filtered through his or her own (Merriam, 1998).

What we know of reality is necessarily filtered by our lenses of perception, but we cannot see these lenses because we are wearing them (von Glasersfeld, 1995). We do not come to know objective reality that exists external to ourselves. Instead, we create our known reality as we make meaning of what happens to, within, and around us. Kegan (1994) called this the subject-object shift – a lifelong process of acquiring increasingly effective perceptual lenses to develop more complex ways of knowing and learning.

In the constructivist framework, the measure of learning and the motivation for learning rests more with the learner and less with the instructor (Baker, Hope, &

Karandjeff, 2009). In community college settings, social constructivism theory can be seen in the contextualization of course curriculum and the team-taught integrated instructional models which focus on the agency of the student in synthesizing new concepts the instructor presents with known concepts the student has previously experienced. The shift from the learner-as-receiver to the learner-as-constructor-of-meaning falls within the constructivism framework that asserts learners (and instructors who teach them) are constantly updating their memory based on ongoing experience (Denzin & Lincoln, 2003; Vygotsky, 1978). Through accommodation and assimilation, individuals construct new knowledge from their own experiences (von Glasersfeld, 1995; Piaget, 1950). In these new instructional models, the primary responsibility of the instructor is not necessarily to lecture, but to create conditions that support student engagement in the learning. These conditions may include cohort-based learning communities, online modules of developmental courses, contextualized curricula, intensive boot-camps, summer bridge programs, supplemental peer tutoring, learning laboratories, and integrated remediation (Baker, Hope, & Karandjeff, 2009; Boatman & Long, 2010; Bond, 2004).

Although instructors may have traditionally viewed their role as presenting new material to learners, they may now view their role in contextualized and integrated instruction as more of a facilitator, linking an existing body of knowledge with a student's life experiences. One version of integrated instruction, contextualization, embedded a real-world example in the academic curriculum to create a problem-based activity. In cyber information technology programs, for instance, binary numbers were not taught separately in a math class; they were presented as necessary tools to interpret

IP addresses. In nursing programs, fractions were not taught separately in a math class; they were presented as necessary steps in making accurate dosage calculations. In welding programs, geometry was presented as a necessary way of thinking to estimate angles on a structural weld.

One of the goals and effects of a contextualized approach was to capture student attention by illustrating the relevance of the learning experience, to help students draw from prior knowledge in order to build on it with new knowledge. Students who learned in a contextualized model were introduced to the "why you need to know this" at the same time they learned the new content. Contextualized approaches are considered to provide built-in student engagement which eventually yields higher rates of retention in program outcomes. Berns and Erickson (2001) believe that when students see the real-world relevance of what they are learning, they become more interested and motivated. They explain further:

> The knowledge becomes the students' own when it is learned within the framework of an authentic context. Discrete learning goals are elevated to higher order thinking skills in the process of learning to find information, adapt to change, and communicate effectively while relating to others.

Another approach has been piloted which integrates basic educational skills from adult education programs into workforce technical training courses. This approach uses teams of teachers who facilitate intermittent interlacing of required remediation with student-selected technical content. The intent is to reduce time spent in stand-alone developmental education courses (Wachen, Jenkins, & Van Noy, 2010). The model was designed to increase the rate at which students advance to college-level occupational programs and complete postsecondary credentials. The model combined basic skills and professional technical instruction so that basic skills students enrolled directly into

college-level coursework. Basic skills instructors and technical faculty jointly designed and taught college-level occupational classes that admitted basic skills students. The courses were part of a pathway leading to college credentials and jobs in demand. While that was ideal for some students, it did rely on the willingness of instructors to collaborate and to share instructional time and materials.

The model has been implemented in a variety of ways in different states, but in most instances, both a basic skills and a professional-technical instructor were in the classroom together for at least 50 percent of the instructional time. Pairing instructors that could work well together has been an important aspect for successful implementation. Putting the team teaching aspect in place involved an extensive administrative process of choosing instructors, training them, and developing the paired relationship. Joint curriculum planning was necessary to integrate existing technical curriculum with basic skills instruction. Wachen, Jenkins, and Van Noy (2011) observed that fully-integrated instruction was difficult to achieve and rare. Instructors said that the model "is not going to work for all teachers" and that "if you can't find the right instructors, it won't work." Key to this model was adequate professional development for the instructors on the various degrees of integration and shared teaching roles, and adequate time for planning and integration of the two separate curricula.

Integrated instruction as an instructional approach and contextualization in particular are models that appear frequently in the literature and are positively associated with timely completion of remedial courses and accelerated entry into college-level credit-bearing courses (Bailey, Jeong, & Cho, 2010; Complete College

America, 2011; Jenkins, 2011; Lumina Foundation for Education, 2012; Perin, 2011;

Zeidenberg, Cho, & Jenkins, 2010). Students in contextualized and integrated courses

not only persist longer, re-enroll at higher rates, and eventually earn more credit hours

than their peers in traditional courses earn, but they also demonstrate an ability to

transfer the skills they learned to other contexts for success in other college-level

courses (Moltz, 2010; Wiseley, 2009).

Social constructivism was seen in the instructors' development and delivery of

the curricula. Faculty worked in teams to develop new lesson units, activities, and

assessments, and they worked in teams to deliver the content to the students. They

observed one another's teaching style and interaction with students. They attended

customized professional development events as groups, and learned from their

counterparts who had already implemented the integrated instructional models. While

integrating their curricula and planning the interplay of instruction in the classroom,

they collaboratively created a "culture of shared artifacts with shared meanings" (Moll,

2014). The faculty brought their own social experiences into the situation, but also

created a new social context for the learning to continue.

Constructivism was also seen in the students' participation in the integrated and

contextualized programs. They created learning within the social context of the

classroom, rather than in the solitary confine of their own study time or by just listening

to the instructor. Merriam, Caffarella and Baumgartner (2012) deemed this cooperative,

collaborative learning to be most appropriate for the needs of adult learners and adult

education. It exposed them to the experiences of other learners, allowed them to trust

others, speak up, and help make decision, which are skills necessary to promote effective learning and workplace behavior.

<center>Significance of Study</center>

Community colleges in some states have explored accelerated delivery options to progress students through remediation and into credit-bearing courses, reduce attrition rates and time-to-degree, and increase retention and completion rates motivation (McKenna & Robinson, 2009; Moltz, 2010; National Council for Workforce Education and Jobs for the Future, 2010; Perin, 2011). Contextualized and integrated courses presented academic advantages for the students and fiscal advantages for the institutions (Edgecombe, Jaggars, Xu, & Barragan, 2014; Wachen, Jenkins, & Van Noy, 2011). However, this study addressed the benefits and challenges of those models for faculty, and what practices or policies faculty felt contributed to or inhibited successful integrated or contextualized instruction.

Results of this qualitative case study contributed to the gap in the literature exploring faculty perceptions of integrated and contextualized instructional models. Faculty are critical ingredients for successful instructional innovations, but their perceptions and behaviors have not been frequently studied or considered when planning and implementing the innovations (Bickerstaff & Cormier, 2014; Bickerstaff, 2014). The current literature focused on the quasi-experimental approach, reporting student outcomes quantitatively. (Baker, Hope, & Karandjeff, 2009; Boatman and Long, 2010; Jenkins, 2011; McKenna & Robinson, 2009; Wachen, Jenkins, & Van Noy, 2011). Some studies included faculty comments, but were focused on the

mechanics of the contextualized and integrated models more than the faculty experiences.

This case study contributed to the field of developmental education at community colleges and to the body of information about innovation needed to engage learners in the 21st century (Baker, Hope, & Karandjeff, 2009). Higher education policy makers and legislative fiscal leaders are calling for campus-wide and system-wide reforms, but those reforms must be based on well-researched strategies (Bailey, 2014; Boylan, 2014; Mangan, 2014; Templin, 2014).

Bickerstaff and Cormier (2014) noted the importance of pairing the right faculty to teach the integrated models. Baker, Hope, & Karandjeff (2009) noted the importance of supporting those faculty with professional development opportunities. Results of this study further that understanding by revealing faculty insights on the pairing process as well as how and when the professional development was most helpful. Through the interviews and observations, a range of concerns are expressed regarding the time required for planning contextualized and integrated instruction, and practical considerations for student learning outcomes, catalogs, advising, course sequencing and syllabi. More generally, administrators can gain a clearer understanding of the importance of project management for any change effort on their campus, including collaboration with campus research offices, thorough planning for baseline assessment, formative and summative evaluation, dissemination, and sustainability. Administrators may develop an increased awareness of how much time and funding is required to facilitate adequate data collection to support storytelling to stakeholders. They may better understand the importance of looking for ways to braid available funding streams

to accomplish change efforts and how to develop an advocacy agenda for state and system policy work.

On a practical level, the conversations shed light on how to translate broad, theoretical ideas and policies into on-the-ground, semester-by-semester operating procedures. Considerations for accreditation requirements, personnel allocations, and campus logistics surfaced, along with more realistic timelines for implementation, safeguards to put in place to maintain faculty morale and engagement, and hazards to avoid regarding frustration, burnout, and stagnation.

For entities that are external to academia such as nonprofits and foundations, the research provided a lens through which to view the implications of national agendas on regional and local economic development interests. Lastly, faculty considering participation in an integrated instructional format can benefit from the practical nature of the deep, detailed accounts provided in the interviews of their colleagues (Baker, Hope, & Karandjeff, 2009).

<u>Assumptions</u>

The researcher assumed that the selected college faculty would share their perceptions honestly because many facets of their projects had already been made public through their external evaluators. Some of the faculty had taught at schools that implemented their model as part of a federally funded initiative that required great transparency. Others had taught at colleges that were not part of such an initiative, but implemented the new models on their own to improve student success and retention rates, and had shared their perceptions at national conferences. The researcher assumed that she would be interviewing the most appropriate tier of college employees who had

insights into the instructional process, but also the impact of implementing that process. It is understood that the interviews and observations within this study only captured a moment in time of the broader implementation at these colleges. Faculty participants were in varying phases of their implementations so perceptions varied, depending on the length of time they had been teaching.

The researcher has included rich background data that could give readers a description of the parameters of the study, the kinds of people who participated, the researcher motive in pursuing the study, and the methods by which the data were collected and analyzed. The researcher cross-referenced her findings with the anecdotal writings of other instructors at campuses in other states that had implemented these integrated models. It is possible that the findings could be transferable and applicable to other community college settings.

Limitations

Because this was a dissertation within a degree program the study was limited by time and resources. Beyond that there were limitations to what data were able to be collected. The interactions and developments seen in a mature integrated program were not yet present on one particular campus at which integrated instruction was a relatively new strategy. Visits to the field, to conferences, and phone conversations assisted in building trust with participants, finding gatekeepers and key informants for access to people and sites, and established rapport over the time the interviews are conducted (Creswell, 2003; Marshall & Rossman, 1989).

<u>Delimitations</u>

The study was a multi-site study at public two-year institutions in the southern

United States. The participants and the institutions were selected because they had

some experience implementing either integrated or contextualized instruction, and were

in the same region of the U.S. Figure 2 describes the process used to identify

participants.

Community colleges in the U.S. that piloted any strategy to improve completion, retention, and graduation rates.

Selected colleges that chose to implement an integrated instructional model.

Selected divisions/programs at the colleges in which the integrated model was piloted

Individual faculty participating in integrated and contextualized instruction pilots

Figure 2. Participant Selection Process

While the colleges shared similarities, there were also differences among them.

Their experiences have included entirely for-credit formats, entirely not-for-credit

formats, developmental courses integrated with credit-bearing courses, and

interpersonal skills and personal ethics integrated with skills training. Among the

institutions, there were at least seven different pilots of integrated or contextualized

instruction. There were differences among the reasons their institutions launched their

pilots, the academic disciplines targeted by the pilots, the way their pilots were funded,

the reasons the faculty members got involved, and the level of administrative support

they enjoyed during implementation. The researcher eliminated from the pool of

potential participants those who had implemented models with purposes different from integrated or contextualized instruction and those who were not available for interviews in the early part of fall 2015.

Definitions

Many terms are used in the literature to indicate instructional formats other than the traditional delivery of discrete remedial and content area courses.

- *Remedial* - any developmental coursework necessary to boost skill levels needed for college-level, credit-bearing coursework (Perin, 2011).

- *Acceleration* - redesign of course content and delivery to expedite completion of educational requirements, or placement of upper level development students into college-level courses with mandated supplemental instruction (Boatman & Long, 2010).

- *Co-requisite enrollment* – enrollment in remedial and college-level courses in the same subject at the same time (Complete College America, 2013).

- *Situated learning* - subject matter is embedded in the ongoing experiences of the learners; opportunities are created for learners to live subject matter in the context of real-world challenges (Young, 1993).

- *Content area literacy* – instruction to develop the ability to read, comprehend, critique and write about multiple forms of print, including textbooks, novels, magazines, or internet materials conveying information, emotional content, and ideas to be considered from a critical stance (Readance, Bean, & Baldwin, 2004).

- *Theme-based instruction* – similar to content area literacy in that required student competencies are arranged into learning units around particular themes and applied to authentic life experiences (Dirkx & Prenger, 1997).

- *Infused instruction* – integrates critical thinking and decision making skills into content area instruction; the natural fusion of content area subject matter alongside skillful thinking useful in everyday life (Swartz, 2001).

- *Workplace literacy* – instruction centers on academic and interpersonal skills necessary for successful employment in a particular field; often integrates basic education skills with technical skills training (Baker, Hope, & Karandjeff, 2009).

- *Embedded remediation* – students who demonstrate few academic deficiencies are placed immediately into college-level, credit-bearing courses with co-requisite remediation services (Complete College America, 2013).

- *Compression* – consolidating multiple courses by reducing duplicative content (Scott-Clayton & Rodriguez, 2012).

- *Modularized instruction* - conversion of traditional course materials into chunks of related skills that stack upon one another and lead to comprehensive skills mastery of the content (Community College Research Center, 2014).

- *Retention* - having attended class from the term census date to the end of the term (Achieving the Dream, 2011).

- *Success* - having finished the course with a C or better (Achieving the Dream, 2011).

- *Completion* - having received a letter grade within that same term, not a Withdrawn or Incomplete (Achieving the Dream, 2011).

- *Integrated instruction* – a category of methods focusing on the incorporation of reading, writing, or math instruction into the teaching of content (Wachen, Jenkins, & Van Noy, 2011).

- *Contextualization* - teaching academic skills against a backdrop of specific subject matter to which those skills need to be applied (Perin, 2011).

For the purposes of this study, integrated instruction will be used to describe a category of instructional approaches that simultaneously create connections between basic skills and technical content. Contextualization will used as a specific type of strategy within that category.

<u>Outline of the Study</u>

Chapter one of this study presented the introduction and statement of problem, the purpose of the study, the significance of the study, assumptions, limitations, definitions, and the outline of the study. Chapter Two contains a review of the literature and discussion about the existing challenges of developmental coursework, the implications of introducing integrated models, and solutions that had been advanced to address the problem. Chapter Three describes methods to be used in obtaining access to the field, the research design, selection of research sites, and data collection and analysis methods. Chapter Four describes the data collected and the analysis of that data. Chapter Five contains researcher findings, conclusions, and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

Complex challenges to the remedial coursework dilemma were revealed in the literature. The review of studies examined (a) the existing challenge of developmental coursework in community colleges, (b) the implications of introducing integrated remediation in community college settings as a possible solution to the challenge, and (c) solutions that have been advanced to address the problem.

Existing Challenges

Scott-Clayton and Rodriguez (2012) proposed using a regression discontinuity approach to compare students just above and below remedial test score cutoffs. They concluded that the primary effect of remediation appears to be diversionary; that students take remedial courses instead of college-level courses, and that, in fact, there was no evidence in their study that remedial courses prepared students for skills in future jobs or even another college-level course. However, it is possible that the three-year follow up timeframe may have been too short a window in which to observe their hypothesized effects since many community college students attend only part-time.

Boatman and Long (2010) offered causal estimates for the impact of remedial courses on academic outcomes. After analyzing student level data from the Tennessee statewide longitudinal database, they agreed with Scott-Clayton and Rodriguez that remedial courses tended to divert students from college-level courses, and that in

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comparison to peers in college-level courses remedial students were less likely to complete a degree. But Boatman and Long noted that developmental courses may help or hinder students differently depending on their level of academic preparedness upon enrollment at the college, and depending upon the skills of the instructor. The results on measures of discontinuity in this study were not conclusive since compliance with statewide cutoff policies on placement exams for remediation was imperfect.

Integrated Remediation

Perin (2011) presented the nature and effectiveness of contextualization for improving outcomes for underprepared college students in a comparative review of 27 quantitative and qualitative studies of a wide range of integrated instruction programs. Perin concluded that connecting remedial coursework with content courses improves intrinsic motivation and has potential to promote short-term academic achievement leading to longer-term college advancement of low-skilled students. Results could not definitively show a cause and effect though, since some studies reported outcomes but not inferential statistics or only reported self-report measures. She cautioned, though, that considerable effort was needed to implement contextualization. She emphasized in her conclusions that instructors implementing integrated or contextualized instructional approaches must share with each other and collaborate across disciplines, a practice that is not common in college settings. Perin noted that integrated remediation requires considerable effort on the part of faculty to modify their instructional style and on the part of colleges to provide incentives and support for this change. She urged that future research should examine teacher expertise and affective characteristics of learners.

A narrower study of contextual approaches specific to integrating developmental math in community colleges used mixed methods and models by Creswell (2003) and Patton (2002) to triangulate evidence of implementation with surveys, logistic regressions, and sequential explanatory strategies. Wiseley (2009) concurred with Perin that by engaging students in their chosen majors of interest while introducing math concepts, motivation to complete other college-level courses appears to increase. Like Perin, he advocated financial support for institutional efforts to increase the availability of integrated courses. Wiseley made the additional assertion that the collaborative nature of integrated remediation must begin with faculty during development of program-level student learning outcomes. Communication about innovative content and delivery must be facilitated by the dean or department chair and should occur across the department and among all interested faculty. It should be noted that because Wiseley only examined developmental math coursework sequences, the results of his study may or may not be transferable to developmental courses in English or reading.

<u>Solutions Advanced</u>

The Integrated Basic Education and Skills Training (I-BEST) model was studied by the Community College Research Center at Columbia University to examine academic outcomes for more than 31,000 students at 26 community colleges in the Washington State Community and Technical College System during academic years 2006-2007 and 2007-2008. Jenkins, Zeidenberg, and Keinzl (2009) employed a quasi-experimental comparison group study using multivariate analysis to compare academic outcomes of 896 I-BEST students with 1,356 students not participating in the integrated model. Results suggested that I-BEST students were much more likely than non I-BEST

students to complete their initial course and to progress to a college-level course, and that they completed more than an academic year of college coursework per academic year. The research team echoed the findings of Wiseley and Perin in reporting a positive correlation between motivation and achievement through integrated delivery of basic skills and technical skills. It is possible that results were influenced by self-enrolled students who were more motivated to achieve. It is also possible that the success of the model could be attributed to the effect of a more experienced instructor or a more motivated instructor. Their conclusion was that the I-BEST model offered an accelerated alternative to traditional remedial sequences, at least in open admissions community colleges, but recommended that an experimental test of the I-BEST model needed to be conducted in which students were assigned to treatment or control group randomly. They also recommended a study of how faculty behaviors affect the success of the model.

Impact on faculty was mentioned in several of the studies, but three studies focused primarily on the experiences of faculty: (a) The Faculty Primer, from the Academic Senate for California Community Colleges Basic Skills Initiative and the Center for Student Success (Baker, Hope, & Karandjeff, 2009), (b) Bickerstaff and Cormier's (2014) examination of faculty questions related to instructional improvement in higher education, and (c) Jaggars, Edgecombe, and Stacey's (2104) study for the Scaling Innovation Initiative, a project of the Community College Research Center at Columbia University.

Baker, Hope, and Karandjeff (2009) sought to build a toolkit for community college practitioners to support Contextualized Teaching and Learning (CTL) as a

promising set of strategies and practices. Their case statement, survey of extant literature, and extensive interviews with 24 community college instructors and program directors from eleven CTL initiatives across the nation, contained detailed conversations with instructors about the strategies that are encompassed in the term CTL, which learning theory supports CTL, what the existing models for implementation look like, and what faculty said about the model they were implementing.

The report revealed the versatility of the CTL model in that faculty took many approaches depending on their interests and subject matter. Common to each program studied was the fact that the instructors selected a context relevant to the students' career goals, and engaged regularly with other CTL faculty on activities and professional development. Researchers observed that instructors using CTL exhibited an increased commitment to continuous improvement and focus on how CTL impacted students and improved their outcomes. The generalizability and transferability of the lessons learned in four of the eleven case studies is limited by the very specific nature of the workforce training programs, but faculty perceptions were consistent across the eleven cases.

The research team underscored that faculty are the force that fuels transformational change in basic skills instruction; that faculty and staff need plenty of opportunities to share experiences and examples of their work with peers; and that faculty propel every aspect of the design, experimentation, and revision within a CTL initiative. They suggest a meaningful and motivational context can support transformations in learning and promote measurable gains in basic skills. The team urged researchers to listen to faculty voices, and that future research relating to integrated remediation should explore how faculty feel about implementing CTL on

their campus and their need for release time for collaboration. Further studies were recommended to document the development of curriculum and materials, describe the collaborations critical to the success of these ventures, and provide authentic examples of the resources required for initial and ongoing professional development. The team concluded that there are valid economic reasons that these alternate approaches could eventually be financially beneficial and sustainable.

Bickerstaff and Cormier (2014) used the qualitative data they gathered in a multi-campus study of community college faculty to create a typology of questions useful for community colleges that are considering implementation of an integrated model. They noted the importance of active learning experiences for the faculty when adapting to a new instructional approach, and that the experiences that accomplish the most are those that are sustained and contextualized, or directly tied to the development and refinement of a particular course. The typology they developed included four categories that corresponded to the kinds of questions faculty asked in successive phases of an implementation: (a) the purpose and nature of an implementation, (b) the logistics of the implementation itself, (c) classroom practice during the implementation, and (d) student learning as a result of the implementation.

Bickerstaff and Cormier drew the conclusion that faculty questions will differ, depending on the level of experience they have in teaching a course that employs an integrated instructional model, but that all faculty need extensive professional development in order to remain engaged in an initiative. They suggest that additional research is needed to identify the most effective kinds of professional development events to offer faculty. They suggest that researchers use their questions as a framework

to guide future studies that could make connections between professional development experiences and subsequent changes to pedagogy. They also recommend that additional studies be conducted on the collaborative efforts in course design and refinement that may emerge from implementations of integrated instructional models.

Jaggars, Edgecombe, and Stacy (2014) examined the challenges of scaling innovations at community colleges, the partnerships involved in the innovations, the influencers critical to innovation, and the infrastructure needed to sustain an innovative instructional model on a campus. Implementation models studied included co-requisite enrollment, required tutoring, early warning systems, shorter developmental sequences, case management with student navigators, collaborative group work with long blocks of instruction, compressed accelerated coursework, and scaffolded instruction. The researchers concluded that how innovations are carried out is as important as the particular model that is implemented, and that faculty must lead the development, execution, and refinement of the implementation to ensure sustained success. The latter point was a critical finding in the study, as they noted that regardless which innovative strategy a college implemented, the success for that initiative ultimately circled back to the engagement of the faculty members.

The research study addressed the recommendations of these studies on innovations in integrated instructional models, and identified patterns in faculty perceptions of implementation of integrated instructional models. The study explored the culture of campuses that implemented these models to understand which elements contribute to and which elements inhibited successful implementation. The goal was to

glean insights that could guide instructional practice at other community colleges

considering innovations in instructional models.

CHAPTER 3

METHOD

Contextualized and integrated instruction are promising practices for a range of disciplines but the literature has focused largely on the quasi-experimental approach (Baker, Hope, & Karandjeff, 2009; Bickerstaff & Cormier, 2014; Boatman and Long, 2010; Jenkins, 2011; McKenna & Robinson, 2009; Wachen, Jenkins, & Van Noy, 2011). Researchers compared students in integrated models with their peers in traditional courses and reported those results quantitatively, offering descriptive and inferential statistical analysis on academic outcomes (Jenkins, Zeidenberg, & Keinzl, 2009; Perin, 2011; Scott-Clayton & Rodriguez, 2012; Wiseley, 2009; Zeidenberg, Cho, & Jenkins, 2010). Quantitative approaches do reveal the etic view, the "what", "when", and "to what extent" of a campus implementation for one of these models, but do not reveal the emic view, the "what does this mean for our campus" or "what this meant for me" for the faculty who participated (McMillan & Schumacher, 2001; Patton, 2002). Quantitative outcomes do not always reveal the human perceptions of campus implementations (Denzin & Lincoln, 2003). Qualitative studies, however, may unearth elements that have been missed when studies were done with predetermined hypotheses (Creswell, 2013). Therefore, an interpretivist case study of faculty perceptions was used to understand how faculty experienced an implementation of integrated instructional models.

Population and Participants

The methodology of the proposed study was a qualitative case study to understand the experiences of a specific group of faculty. The study, which was bounded and situated in a specific context, examined perceptions of community college faculty that had used integrated instructional models. This methodology was appropriate for examining a particular group of people and a single aspect of their lived experience at their institution (Bogdan & Biklen, 2007; Creswell, 2013).

Role of the Researcher

The researcher in a qualitative case study becomes the primary research instrument. She filters the data collection and analysis, and she necessarily affects the outcomes by her assumptions and biases. Therefore, it was important to understand that, as the primary research instrument, the researcher could affect the interpretation of findings. "Interpretive research begins and ends with the biography and self of the researcher" (Denzin & Lincoln, 2003).

Positionality of the Researcher

I approached this research as a long-time educator, following eleven years in public schools, and thirteen years at a community college. I hold a M.Ed. in Adult and Continuing Education, and a Bachelor's Degree in Fine Arts and Music Education. I began as a faculty member, later assumed an administrative position as Director of Workplace Literacy, and then moved to Director of Workforce Development. I served three years as Director of Grants and External Funding.

I believe that the community college mission is to remain responsive to the educational needs of the community and its drivers of economic development. In the last three positions I have held, I have worked closely with employers, business and industry, and with the faculty members who provide instruction for those partnerships. I believe that colleges should not improve one aspect of their performance at the expense of another. Moving student success forward does not have to be at the expense of faculty satisfaction or educational rigor. I believe that faculty have the wisdom, the compassion, a sense of reality, and the motivation to make necessary improvements on our campuses. They should be included in those conversations.

At the time of this study, I have served seven years as the Director of Institutional Research and Assessment at the college. In this position I wear two hats: coordination of the data collection and reporting of academic outcomes, programmatic reviews, and institutional data, and the writing and management of competitive state, federal, and foundation grants for the institution.

Standing at the intersection of Institutional Research and Grants has afforded me a great vantage point from which to observe the forces that have shaped community college work in the past decade, such as technological advances, institutional accountability, performance funding, student right-to-know disclosures, and the emphasis on big data. From that intersection, I have observed forces that are shaping our work for years to come, such as the completion agenda, even more rapid technological changes, globalization of education, developmental education reform, academic pathways, and the social justice agenda. It seems clear to me that we must continually evaluate what and how we do our work. I am particularly interested in *why*

we decide on a certain path, whether it is a well-thought-out initiative grounded in solid research and facts, whether it is politically expedient and accompanied by some financial reward in lean times, or whether it is simply easier or more interesting than what we are doing at the time.

In my work at the community college, I have been responsible for gathering the data that proves the effectiveness of an initiative. I have worked with campuses and evaluators across seven states to develop the impact analyses of several large projects. I have been responsible for developing customized training programs for business and industry, and for implementing them among incumbent employees. Because of these experiences, I am sensitive to the difference between improvement and success, and between outcomes and results. As a former faculty member, I am sensitive to the relationship between a national or state agenda and the local campus culture. I do recognize that these experiences can affect my perception of an issue, but I also think they provide context for my understanding of the larger issues surrounding my topic of research.

<div align="center">Participant Selection</div>

The participants for this study were community college faculty at institutions in the southern United States that had implemented some innovation to improve retention or completion rates. The researcher obtained permission from the administration (Appendix A) and the campus IRB committees (Appendix B) to interview their faculty members on their campus by making an initial phone contact, and later sending a letter of request to the campus President and the campus IRB committee. The request explained why the site was chosen, what time and resources would be required to

participate, what would be accomplished at the site, and how the researcher would use and report the results.

Thirteen community college faculty were eventually selected because they had implemented specific models, either contextualized curricula or integrated instruction. Faculty were selected purposively, targeting those known to have been directly involved with the two models. Redundancy or data saturation occurred at a point somewhere between the ninth and tenth participants.

The researcher identified a group of faculty members as potential participants from conversations with the campus' Deans of Workforce Development, for instances of noncredit implementation, or the Vice President of Academic Affairs, for instances of for-credit implementation. The researcher made personal phone contact to potential participants and followed up with an informed consent form, requesting participation in the study (see Appendix C). The researcher coordinated with those who agreed to participate to arrange a date, time, and location for the interviews. The interviews occurred on the selected college campuses and by phone over a period of three weeks.

The participants were informed that no benefits or compensation would be offered other than to contribute to the body of knowledge for community colleges. This study involved no physical contact, only personal interviews about a past educational experience. Subjects were informed that their participation in this project was voluntary, that they could withdraw at any time or decline to answer any questions without penalty, and that the results of the project would be made available to them upon request.

The researcher had knowledge of the integrated instruction and contextualized instruction pilots on these campuses through involvement in several regional and national educational consortia spanning the past four years. Presentations at national conferences and collegial connections at sister colleges provided insights into some of the pilot programs and potential participants.

A central tenet of qualitative case studies is that each case must be studied in its own terms. Where the results of data collection indicated it was appropriate, the researcher conducted a thematic within-case analysis and a cross-case analysis to look beyond specifics to themes that were transferable to other contexts (Miles, Huberman & Saldana, 2014; Stake, 1995). The researcher emerged from the study not only with an idea of what happened on those local campuses, but also of whether the themes apply to other kinds of institutional change efforts.

CHAPTER 4

DATA COLLECTION AND ANALYSIS

This study drew on data collected in fall 2015 with community college faculty at institutions in the southern United States. Data were collected relating to faculty perceptions of the use of integrated and contextualized instruction, and were collected primarily through interviews with faculty members, and supplemented with review of supporting campus documentation. The data collection occurred on the community college campuses with selected faculty who are currently implementing or have implemented contextualized curricula or integrated instruction since fall 2010.

The institutions in the study were two-year, public, open-enrollment campuses awarding certificates and associate degrees. Two campuses offered post-associate training in some certificate programs. Their fall enrollments ranged from 3,000 at the smallest institution to more than 9,000 at the largest multi-campus institution. The group of colleges offered for-credit and not-for-credit training programs at multiple campuses located in nine towns and rural communities.

The participants were purposively selected based on their role in their campus' use of integrated instruction, recommendations from administrators and colleagues, and availability during the early weeks of the Fall 2015 semester. Nineteen instructors were contacted for possible interviews, fifteen responded to the invitation, and eleven eventually appeared for their scheduled interviews on the selected dates. The twelfth

and thirteenth instructors were delayed for their interviews due to fall registration processes on their campus, but they were subsequently interviewed by phone. Each participant selected a pseudonym to which their comments could be attributed, and the pseudonyms were stored separately from the interview data, in the researcher's reflection journal. Table 1 displays summary information about the participants.

Table 1. Participant Information

Participant	Role	Length of service years	Experience with any innovations	Experience with integrated/contextualized	Involvement prior to implementation	Relationship w\ Project leadership
Iris	Instructor	2	none	none	none	cordial
William	Instructor	1	none	none	initiated	self
John	Instructor	8	none	none	none	cordial
Pam	Instructor	4	none	none	none	did not know
Deb	Chair/ Instructor	4	some	contextualized	initiated	self
Cathy	Instructor	2	yes	integrated	some	cordial
LeAnn	Instructor	3	none	none	none	good
Cindy	Career Services	2	none	none	none	great
Bertha	Workforce Center	1	none	none	none	great
Teresa	Instructor	1	none	none	none	good
Adam	Instructor	3	none	contextualized	none	cordial
Meagan	Instructor	4	none	contextualized	none	none
Paul	Instructor	2	none	none	none	good

The participants were varied in demographics, professional backgrounds, perspectives on the implementations, approaches to delivering instruction, and the academic disciplines in which they taught. The nine females and four males ranged in age from late-twenties to late sixties. Of the thirteen interviews conducted, ten

instructors were currently employed at the institution at which they participated in integrated instructional pilots; two were retired from their institution, and one had accepted a position as an administrator at another institution since participating at the former institution.

The participants represented seven different integrated or contextualized instruction projects on their respective campuses. Four of the projects offered for-credit training with noncredit remediation. Two of the projects offered noncredit workforce training, combining adult basic education with employability skills or basic computer literacy courses. One project, which occurred as an extracurricular student club, awarded neither credit nor noncredit for participation in the program, but the project did result in several of its club members enrolling at the college for career and technical training programs and eventually earning credits.

Four of the projects were initiated by someone at a Dean or Program Director level. One was initiated by the adult basic education director and one by the college President. One of the programs, the extracurricular student club, was initiated by the faculty and included both college students and non-college students. Three of the projects were supported in part by federal or state grant funding, two were supported in part by private foundation funds, and two were self-supported initiatives by the campus. Six of the seven projects benefited from at least some support from a college operating budget. Table 2 displays the project types of each participant.

Table 2. Participant and Project Descriptions

Participant	Type Implementation	Participation Status	Introduced By
William	multidiscipline, integrated	voluntary	self
John	IBEST/AO	mandatory/ expected	supervisor/ dean
Pam	integrated/enriched	voluntary	content instructor
LeAnn	GED/Work Ethics	voluntary	supervisor
Cindy	GED/Work Ethics	voluntary	supervisor
Bertha	GED/Computer Skills	voluntary	supervisor
Teresa	GED/Computer Skills	voluntary	supervisor
Mallory	IBEST	voluntary	supervisor/ dean
Paul	contextualized	voluntary	CTE Supervisor
Iris	contextualized	voluntary	CTE Supervisor
Deb	multidiscipline, integrated	advantageous	self
Anita	contextualized	expected/ requested	supervisor/ dean
Cathy	contextualized	expected/ requested	ABE supervisor

Data Collection Procedure

The researcher conducted the audio-recorded interviews on the campuses and followed up by phone to clarify and expand on the transcripted conversations. Most interviews were an hour and a half in duration and the follow-up phone calls about 20-30 minutes. Not all participant discussions required follow up phone calls. Additional data sources included quarterly project reports documenting project activities, which were submitted to campus administrators in the past two years.

The semi-structured interviews began with general introductions to facilitate a relaxed, comfortable environment for the participant. The researcher stated that the interviews would be recorded to ensure accuracy and that the participant's identity would be maintained in confidence. Initial interview questions established a common understanding of the frame of reference for the terms *contextualized curriculum* and *integrated instruction*.

After the frame of reference was established the researcher proceeded with questions and follow up prompts. The researcher guided the conversation with an

interview outline but also allowed for unexpected responses, new concepts that surfaced during the interview, and reflective notes for later theme development. The researcher maintained a separate reflective journal to record personal observations and allow for researcher reflexivity (Marshall & Rossman, 1989; Lincoln & Guba, 1985; Miles, Huberman & Saldana, 2014; Shenton, 2004; Yin, 1994). Table 3 displays the interview outline with initial questions.

Table 3. Interview Outline

General Information
✓ Introductions, Purpose of Interviews, Assurance of Anonymity
✓ Topic, Establish shared understanding of context of topic
✓ Overview of today's interview process
✓ Signature of informed consent
✓ What will happen after today, disposition of interview transcripts
Site / Institution
✓ General locale / geographical regional context
✓ Carnegie classification, Previous fall enrollment/FTE
✓ Centralized/decentralized governance
✓ Discipline of program area/division
✓ Whether project is credit/noncredit, Length of program, Credential awarded
✓ Any incentives to participate in project
✓ Any similar, previous initiatives at institution
Interviewee / Participant
✓ Name, Title, Length of service at institution, Discipline, Educational credentials
✓ Previous experience with innovations / integrated instruction / contextualization
✓ Involvement prior to implementation, Mandatory / voluntary participation
✓ Relationship to leadership, Perceived degree of flexibility for implementation
✓ Job satisfaction before / during / after implementation
Perception of Model
✓ Lead up time to implementation
✓ Who introduced / promoted model
✓ Professional development provided before / during / after / since implementation
✓ Fit w/ other departmental initiatives, other campus initiatives, professional goals
✓ Perceived value of model for students / for institution / for self
✓ Perceived value for other aspects / stakeholders
✓ Impressions of implementation
Perceived Impact of Implementation
✓ Perceived impact on students / institution / self / teaching style / job satisfaction
✓ Conditions / campus culture aspects that may support / inhibit this approach
Other Perceptions
✓ Anything else we haven't talked about that you feel is important to understand?

Early questions were general open-ended, context-setting items followed by questions more specific to that campus, the discipline in which the implementation occurred, the timeline surrounding the implementation, and the faculty member's role in the implementation. The questions served as initial boundaries but did not limit the conversation to a pre-determined conclusion (Creswell, 2013; Denzin & Lincoln, 2011). The open-ended questions and free discussion took the conversations beyond the initial questions to new topics that were helpful in guiding further interviews (Lincoln & Guba, 1985; Schwartz & Jacobs, 1979). Follow up questions to clarify or expound on ideas were developed as the researcher listened to the responses of each participant. A researcher reflection log was used to capture thoughts immediately after each interview was conducted. Table 4 displays the reflection log template.

Table 4. Researcher Reflection Log

	Site:	Date:
	Room:	Time:
	Administrative Point of Contact:	Programmatic Point of Contact:
	Setting:	Observer's Comments:
	Participants:	
	Notes:	

Document Review

Participants and campus personnel provided several course syllabi that described the processes and end products of their integrated instruction and contextualization projects. These documents included the new syllabi for the integrated models of the

courses which reflected differences in team teaching as opposed to solo teaching (See Appendix D).

Since it is possible that some faculty may not have responded to the invitation because their experience was not positive, or because they are not naturally expressive people, the internal reports documenting the progress of the projects on the campuses provided important objectivity.

Data Analysis Procedure

Following each interview the researcher transcribed the recording into a Word document format. Each transcript was titled using the pseudonym selected by the participant. The researcher developed an initial tier of coding categories that described what was happening, how the instructors viewed what was happening, and how they had experienced the integrated instructional models at their institution. These first cycle "early impression" codes were created considering the activity that was observed, the topic of discussion, the context of the comments, and sometimes drawing on direct quotations from the participants.

This process was used after each interview was completed. With each subsequent interview, the researcher revised the early codes, clustering similar ideas into new coding categories that reflected setting and campus context, attributes of the model implemented, perspectives of campus climate, and perspectives of the implemented model. Some participant transcripts revealed some gaps in their train of thought and interrupted conversations. Follow up calls revisited the gaps and addressed several unspoken themes that needed to be explored to confirm or disconfirm possible rival explanations.

The collection and the analysis did not necessarily occur as separate, sequential processes; the tasks of listening, watching, coding, and categorizing proceeded in loops as data collection continued. The researcher periodically wrote brief analytic memos of her reflections following interviews and campus visits. These memos were later used as the basic of her early assertions.

When all thirteen interviews were completed the early impressions yielded over 100 descriptive, attribute, emotion, process, *in vivo,* and value codes. Researcher developed a list of coding phrases, their abbreviated codes, and their operational definitions. Table 5 displays a codebook excerpt (See Appendix E for full codebook).

Table 5. Codebook Excerpt

TERM	OPERATIONAL DEFINITION
accel vs integ	perception that it was possible to integrate two subject areas, but that it did not necessarily accelerate a student's progress, particularly in courses that culminated in an industry based certification
attitude	perception that personal attitude of positivity, enthusiasm, persistence, commitment to a worthwhile project is critical to successful implementation
competing campus	campus efforts occurring simultaneously with integrated instruction effort, but seeming to conflict, either because of varying funding sources, varying hiring agencies, or varying performance metrics
conf supervisor	perception that integrated instruction was successful because they knew, trusted, and had confidence in the supervisor who promoted the model
cross comm	perception that communication on multiple levels of authority and across multiple functional areas is important for successful implementation and sustainability
disconnect teachers	perception that one or both co-teachers did not freely share curricular information, make time to plan instructional delivery, or otherwise place value on the implementation
flex p&p	perception that successful implementation is more likely if instructors/departments have latitude to adjust/waive certain policies/procedures if it could benefit students, encourage completion, without compromising educational standards

At this point the researcher re-contacted some of the participants by phone to expand upon, confirm, and in one case, correct the data collected in the personal interviews. After the follow-up conversations, the transcripts were revised, some of the codes were expanded or reassigned, and the definitions were clarified. Table 6 displays an excerpt from the first cycle codes and *in vivo* codes (See Appendix F for full first cycle coding scheme).

Table 6. First Cycle Codes

	Iris	William	John	Pam	Deb	Cathy	LeAnn	Cindy	Bertha	Teresa	Adam	Meagan	Paul	TOTAL
enhanced job satisfaction	1	1	1	1	1	2	1	1	1	1	1	1	1	14
communicate, collaborate w/in project team	1		1	1	1	1	1		1	1	2	1	1	12
integrated/contextual as external language only		1	1	1	1		1	1	1	1	2	1	1	12
motivation, to inspire, encourage	2	1		1		1	1	1	1	1	1	1	1	12
personal learning curve	1		1	1	1	1	1	1	2	1	1	1	1	13
employee of institution	1	1	1	1			1	1		1	1	1	1	10
flexibility, instructional models	1		1	2	1	1			1	1	1	1	1	11
concern for end product, well prepared graduate		2	1		1	1	1		1	1	1	1	1	11
flexibility, interpersonal	1		1	1	1	1	3		1	1	1	1		12
planning, indirect involvement	1					1	1	1	1	1	1	1	1	9
teachability of instructors, willingness to learn	2				1	1	1		1	1	1	1	1	10
time, important for getting to know another	1				1	1	1	1	1	1	1	1		9
trust between student and instructor	1		1	1		1		1	2		1	1	1	10

mutual respect for others expertise	1			1				1	1	1	3	1		9
participation voluntary	1	1		1		1	1	1	1		1	1	9
personal growth for students			3	1		1	1		1	1		1		9

need somebody to believe in them				1										
confident in their own teaching skills														
treading new water					1									
made me a better teacher	1													
always about the students					1			1						
plenty of work for all of us					1									
saw benefit for students					1									
time to know each other,					1						1	1		
I became the student											1			

In second cycle coding, interview comments that had been assigned the early codes were sorted different ways, first on the frequency with which a topic was mentioned, then by the chronological order of the events the participants described, and later into the clusters of ideas that seemed to surface in the conversations about particular topics. Data were condensed and sorted again to create eleven second cycle pattern codes that shared some characteristic but excluded some other characteristic, such as (a) whether the participant's statements and actions were influenced by forces external or internal to the campus, (b) whether their perceptions conveyed a positive, neutral, or negative connotation about their campus implementation, and (c) whether their statements seemed to describe a concrete, objective process, or an abstract,

subjective feeling about that process. Table 7 displays the second cycle coding scheme.

See Appendix G for full second cycle coding scheme.

Table 7. Second Cycle Codes

"Experiences of faculty members who implement" umbrella category for subcategories below		
CAMPUS CLIMATE (CC): campus practices contributing or inhibiting		
GUARDRAILS put in place=G HAZARDS avoid=H UNINTENDED consequences=U		
CC:H	professional development in person, not online	6
CC:H	competing funding sources, metrics	3
CC:H	competing initiatives	3
CC:G	communicate, collaborate w/in project team	12
CC:G	flexibility, instructional models	11
CC:G	flexibility, to redirect when needs change	8
CC:G	communicate, collaborate cross campus	6
CC:G	flexibility, campus processes and policies	5
CC:G	institutionalize, distribute multiple areas	4
CC:G	ownership of process important	3
CC:G	resources, alignment for greatest ROI	1
CC:U	recognition of campus situation / uniqueness	8
CC:U	accelerate or integrate, not both	6
CC:U	mismatch of content with model	4
CC:U	threatened campus department	3
Subtotal		83
PERSONNEL/PERFORMANCE: benefits, challenges for student, institution, themselves		
MOTIVATION = M BENEFITS = B CHALLENGES = C REALIZATIONS = R		
PP:R	personal learning curve	12
PP:R	teacher effect, not particular model	11
PP:R	flexibility, interpersonal	10
PP:R	teachability of instructors, willingness to learn	10
PP:R	time, important for getting to know another	10
PP:R	mutual respect for others expertise	9
PP:R	personal value	8
PP:R	veteran teaching experience important	5
PP:R	influence vs authority	4
PP:M	motivation, to inspire, encourage	11
PP:M	concern end product, well prepared graduate	9
PP:M	participation voluntary	8
PP:M	priority students 1st, program/institution 2nd	8
PP:M	student oriented, important to be	9
PP:M	priority students above self comfort or ease	7
PP:M	concern for plight of all students	7
PP:M	motivation self struggle, identifies with student	7
PP:M	relationships, importance with students	7
PP:M	modeling appropriate behavior	4
PP:M	motivation, external perf metrics, fiscal	4
PP:M	motivation to give back, help others	4

PP:M	reward - pride in work product	5
PP:M	motivation to promote program/institution	3
PP:M	motivation to support project/grant	2
PP:M	priority institution 1st	0
PP:C	trust between instructor and instructor	11
PP:C	trust between student and instructor	10
PP:C	enthusiasm, positive attitude important	7
PP:C	planning delivery of content important	7
PP:C	trust between admin and instructor	6
PP:C	needed support from administration	5
PP:C	participation required	5
PP:C	authenticity important	5
PP:C	concern for correct course placement	3
PP:C	needed support from co teachers	3
PP:C	working blind, insufficient guidance, info	2
PP:C	concern for passing end of course cert exam	7
PP:B	enhanced job satisfaction	12
PP:B	improved instructional skills	11
PP:B	personal growth for students	9
PP:B	concern for employability of students	7
Subtotal		284
ACADEMIC/INSTRUCTIONAL (AI): characterizing models (plan, implement, refine, sustain)		
PLANNING = P IMPLEMENTING = I REFINING = R SUSTAINING = S		
AI:I	integrated/contextual external lang	12
AI:I	confidence in co teachers	7
AI:I	disconnect from upper administration	6
AI:I	insufficient info on model, timeline	7
AI:I	confidence in importance of content	5
AI:I	confidence in integrated model	3
AI:I	disconnect between team teachers	3
AI:I	prof dev too late, not enough	3
AI:I	prev exp w/ integrated or context	2
AI:I	prof dev before implementation	3
AI:I/R	professional development great, helpful	0
AI:I/R	professional development just ok	0
AI:I/R/S	role in classroom redefined, uncertain	7
AI:I/R/S	confidence in supervisors	5
AI:I/R/S	professional development N/A	4
AI:P	planning, top down	11
AI:P	planning, indirect involvement	10
AI:P	planning, direct involvement	3
AI:P	planning, bottom up	2
AI:P/S	disconnect between CTE and academics	4
AI:S	confidence in upper administration	4
AI:S	politics internal to campus/system	4
AI;I/R	meeting project objectives important	0
Subtotal		105
Grand Total		472

These eleven codes were reviewed and eventually clustered into three broad categories that characterized the participants' perceptions, which seemed to fall into one of three areas: (a) an analytical assessment of the experience – campus climate issues, (b) an interpersonal reflection on the experience – personnel and performance issues, and (c) an operational evaluation of the experience – academic instructional issues. With these three broad categories in mind, the researcher reexamined the transcripts to identify meanings that were not explicitly stated in the transcripts, and concepts that captured the overarching essence of what the participants shared.

Chapter Five begins with the results of the data analysis. Research findings are linked to existing research and interpreted for their significance to higher education in general and community college in particular. Final conclusions are presented, and the researcher makes recommendations for future research.

CHAPTER 5

RESULTS, CONCLUSION, AND RECOMMENDATIONS

This qualitative case study explored the perceptions of faculty who participated in contextualized and integrated instructional models. The researcher examined the culture of their campuses through the eyes of the faculty to understand which elements contribute to, and which practices and policies may inhibit successful implementation. The theoretical framework proposed that instructors participate as constructivist learners, creating new, shared understandings as they implement the models. The researcher sought evidence to suggest that integrated and contextualized instruction hold value not only for the institution and students, but also for the faculty who implemented the models.

Research Questions

The research questions that guided this study were:

(1) How do faculty members characterize integrated or contextualized instruction?

(2) What are the experiences of faculty members who implement integrated instruction?

(3) What do faculty identify as the benefits and challenges for the student, the institution, and themselves?

(4) What practices or policies do faculty feel contribute to or inhibit successful integrated or contextualized instruction?

Findings were significant for community college administrators as they reveal a range of concerns regarding the time required for planning contextualized and integrated instruction, and practical considerations for aligning syllabi, learning outcomes, and advising practices. They were significant for higher education on a broader scope as it relatee to project management for any change effort on a campus, which could include collaboration with campus research offices, planning for baseline assessment, formative and summative evaluation, and sustainability.

<div align="center">Analysis Results</div>

Theme One: Campus Climate

Throughout the conversations, the instructors mentioned fifteen aspects (mentioned on 83 instances) about the impact of campus practices or policies on the implementation of integrated or contextualized instruction on their campus. Some of the practices and policies were seen as contributing to the success of their project while others were viewed as barriers to successful implementation. Some events that occurred on their campuses were unexpected, but had great impact on the way the way the implementation proceeded and the sustainability of the initiative.

Instructors defined the terms *success* and *successful* in varying ways. Some used the terms to describe getting students thoroughly trained and ready for employment, ideally with an industry-based certification as well as an academic degree. Others used the terms to describe completing the project with no significant personnel problems or disruptions to campus degree programs. The project that was initiated by the faculty, and operated outside the bounds of campus class time, was described as

successful because its students raised their own funds to travel out of the country and placed fourth at an international competition.

Instructors claimed success and expressed pride in the fact that their academic programs were number one in the state, and because their students had 100% passage rates on licensure and certification exams. One instructor characterized her pilot as successful because it "caught fire" on her campus and spread to other departments. Another termed hers "a long term success" because former students still stopped her in the grocery store to tell her thank you and update her on where they were working, how their family was doing, and what a change she had made in their life.

Only one of the instructors characterized her pilot as successful because it achieved its grant-funded project deliverables or met the expected numbers served. It did meet those targets, but she noted, "Those students don't stop you in the store to hug you because you met your numbers. They stop you because you changed the direction they were going." She also offered that she believed "winning ripples up". Numbers will be achieved and targets will be met if a campus centers its services on the students. Retention and graduation will naturally follow.

Eight of the topics (mentioned on 51 instances) centered on behaviors and attitudes they believed were critically important to ensure success – guardrails to put in place when rolling out a new effort. Three of the statements (mentioned on 13 instances) focused on aspects they felt could sabotage a successful implementation – road hazards to be avoided. The last four topics (mentioned on 19 instances) were unintended consequences the instructors felt could not necessarily have been foreseen, but still had to be addressed during planning and implementation. Ranked in order of

frequency of occurrence, the guardrails statements were mentioned by the participants

most often. Twelve of the thirteen participants brought those to light in the interviews.

The unintended consequences were mentioned by seven of the participants, and the

danger zones were discussed by six participants. Figure 3 displays the three clusters of

topics comprising the Campus Climate theme.
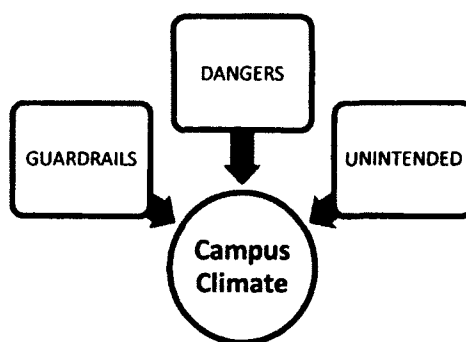
Figure 3. Topics Relating to Campus Climate

Participants considered communication and collaboration critical ingredients to

a positive experience with the integrated and contextualized models of instruction. They

referred to these aspects as guardrails to put in place. The terms communication,

collaboration, or cooperation were frequently mentioned together as it related to

working in pairs, in teams, and across campus with various academic departments.

Faculty members stated that communication among project team members, between co-

teachers, between faculty and students, and between faculty and administration were

necessary, but had to be cultivated intentionally. Projects flowed more smoothly and

fewer personnel problems resulted when communication lines remained open in both

directions on the classroom level, the program department level, and the executive

campus level. Participants most often received information during the implementation

of a project, but would have preferred the information had also been made available during the planning phases, during the modification phases, and after the implementation was complete. Deb shared:

> The communication needs to flow from teachers to students, between students, between teachers and their administrators. The entire campus is going to affected, so they need to know that this project is a beneficial thing on every level. It's important to tell faculty, staff, and students how this is going to help them, what's going to happen, and how we're going to do it.

Communication conditions most beneficial for smooth integration of the curricula were (a) full and open sharing between instructors of the course syllabus, course calendar, and student learning outcomes, (b) honest and continuous discussion about what each instructor understood about the arrangement and was comfortable with, and (c) clear determination about the respective classroom roles and responsibilities during the project. Meagan explained, "He gave me all his content, all his learning outcomes, and we sat down together and planned out our semester. That really worked beautifully." Another pair of instructors recalled the benefit of scheduling a meeting to introduce themselves to one another, scheduling time to observe in one another's classroom, and scheduling time to discuss the ground rules they would observe while in the presence of the students. Iris described the plans she and her co-teacher adopted early on:

> It took a lot of communication and we communicated very well, which I think is what helped us work together so well. Communication was key. That, and we stood up for each other. That was really important. With students, it's just like parenting. You don't want one child pitting you against the other so you're not working together. You want to stand together. We sat down at the beginning and decided that no matter what, we were going to stand strong together and have any discussions we needed to have away from the students. When we were with the students, we stood in support of each other.

All but one of the instructors identified flexibility as another critical ingredient to a positive experience with the integrated and contextualized models of instruction. Discussions about flexibility ranged from campus level and department level issues to faculty, classroom and student level issues. Learning to do something they had never done before, sometimes without all the information they needed, made demands on the instructors' patience and their support for the data collection and reporting functions of the project. The use of contextualized and integrated instruction sometimes made them feel their role in the classroom was being redefined by administrators who had not been in the classroom in a while and by external entities not familiar with their local campus climate. Cathy recalled:

> We were invited to meetings where we were told we would be teaching in a new format. Our supervisors were convinced this was the solution, but we needed to understand more about it before we were convinced. We had never met the people who were advocating that we do this model. They didn't know us and we didn't know them.

More than half of the instructors stated they felt they already had to be flexible to be a teacher and work with underprepared adult learners, but that this kind of project required them to be flexible about policies, procedures, processes, and paperwork. Campus processes and policies also required flexibility.

Implementations rolled more smoothly on the campuses that chose to waive or modify campus placement test policies, registration, advising, scheduling procedures, and some registration and student fees. Instructors who felt their pilot was successful stated it was because "all hands were on deck", regardless of the title on an employee's name tag. "We work with every needle and thread we have out here to help them get what they need," said one instructor. There were many references to the importance of "keeping things fluid and open to change". They recommended instructors not be too

worried about a certain feature of a model, a certain amount of overlap between the

basic skills and content material, or the hours they were officially contracted to work,

but just stay focused on the needs of the students.

Instructors at two of the campuses remarked that their administration was fully

supportive of innovative change and was available to help them achieve that. Whether

the new idea came from instructors, from division chairs, or from upper level

administration, they stated they always felt welcome to suggest changes or

modifications to campus processes when needed. Adam shared, "There's never any

penalty for trying something new to benefit students. If we could support the idea with

research or another institution that had success with it, we could try it, as long as

students were going to benefit."

Flexibility was also required between the co-instructors, whether they taught in

the classroom at the same time, or simply integrated their curricula but taught at

separate times. Two of the pilots offered what the instructors considered enough time

and collaboration to learn one another's teaching style, personality, and planning

processes. Those pilots were planned six months to a year before they were launched.

Three others offered preparation time of two weeks or less for the faculty to meet and

plan their approach. Two instructors reported their project offered no preparation time

at all; they learned they would be co-teaching one week and began the contextualized

project the next week. "That's not ideal, but I understand it happens, said one. "If you

have a heart for teaching, you just jump in and figure it out."

Ten of the participants referred in some way to the fact that the process of

contextualizing and integrating instruction went smoother when they kept their eyes on

the main goal: student success. The process was uncomfortable so many and there were unknown variables for each of them. However, when personal discomfort and uncertainty were set aside in favor of what worked best for the students, the project proceeded on schedule and with fewer irritations. "You have to be super flexible to making it work for the students," stated one GED instructor. "If that's really your goal – the students – you'll change your things to make it work for them."

Instructors also valued having the prerogative to be flexible with the instructional models, to weave in and out of the predesigned models as the students' needs indicated and to redirect the flow of instruction to serve the needs of a wide range of student abilities in any one class. Sometimes they needed to teach one concept to the whole group. Other times they needed to reteach a concept to a few, and allow other groups to do independent practice. The instructors did not view this redirection as a chaotic process or as a failure, but as an appropriate instructional and managerial response to shifting student needs. "We might reflect and say, 'Oh, today we used the 50% overlap model', but we didn't necessarily call it that ahead of time," recalled Bertha. They indicated they instinctually knew which students needed which kind of help at which juncture, so they adjusted the pace or the amount of integration automatically.

Ownership of the process, and how to cultivate a sense of ownership, was mentioned in three conversations. Participants defined ownership as the sense that an instructor feels he belongs to the project and is valued for his contributions of time and effort. They said an instructor had ownership if she felt she had opportunity to contribute substantively to the project and could affect the outcomes of the project.

They felt ownership if the project had been delegated to them, if they had been empowered to make it work, or if they had the opportunity to tweak it and make improvements to it before they taught in subsequent semesters.

They did not feel ownership when they were not included in discussions or when the project was already predetermined with or without their input. They did not feel ownership when there seemed to be a disconnect between their work and the upper administration, or when they got the impression the project would be over when the funds were expended, regardless of how well they performed. Overall, their sense of ownership was greater when the progress and future of the project was linked to their participation.

A related perception was that it is important to distribute the ownership and responsibilities for a project across campus in multiple student services areas and academic departments. This, they said, is so that no one department or individual is burdened with having to make the project a success, and so that the inevitable employee turnover does not threaten the progress of the project. Three participants mentioned the inverse application of ownership – so that no one particular department on a campus should feel they own adult education or developmental education. "We all have expertise in some area. But when we work together, it's amazing how much better things go. We all have our talents to bring to the table, and we just said, 'Let's do this for these kids'."

Three topics were introduced into the conversations relating to sensitive situations their campuses encountered while trying to implement the integrated and contextualized models. Participants considered these topics hazards to avoid. The first

was the timing and delivery of the professional development and technical assistance they needed to feel prepared to start the project and be effective in their classroom. The second was competing initiatives at the college or within a system of colleges. The third, related to the second, was a mismatch of available funds and campus needs.

Two of the thirteen participants rated the professional development that was provided as "just in time", "helpful", and "very informative". They appreciated that the training workshops for integrated instruction were offered several times during the implementation. That provided continuity for the newcomers who had joined the project since the original training events. Five of the instructors were not able to attend the professional development, and three instructors felt the training occurred too late in their experience or was not enough information. Three instructors that attended the workshops before implementation remarked that it was "too early to mean anything" to them, that they didn't know what to connect it to in their mind, and didn't know "how to make sense of their examples" since they didn't yet know what kind of discipline they would be integrating with.

One team of four participants was unable to attend some workshop training, so they opted for the online modules of the training. Most of those instructors stated the professional development would have been much more useful for them if they could have attended in person rather than through online modules, if they could have received the training together with their assigned co-instructor, and if they could have worked on the actual materials they were going to be teaching. They preferred that the work be relevant and contextualized to their work situation, rather than being told about the models and the theory behind what they would be doing.

The second topic was related to competing initiatives at their college, possibly stemming from the fact that the paired instructors were funded by different agencies and reported to different supervisors. Each of the agencies tracked different data metrics to secure allocations from their funding agency, and thus wanted or needed to count different outcomes for themselves. The pairing of the two instructors was announced as a community and multi-agency collaboration, but the instructors felt it was mostly on paper at the classroom level, had not been well thought out, and was not genuinely supported at higher levels in their respective agencies. They were passionate about the work they were doing and were intent on making it successful, but wondered if their agencies saw the partnership mostly as a way to generate numbers for their programs...

The third topic was that of a possible mismatch of project purpose and funding source. Two national trends were in play at the time: acceleration through integration or contextualization, and intensive student support services. The instructors valued the idea of intentionally guiding students so that they could finish sooner with less debt. They knew getting them trained quickly could help them get good jobs and earn family-sustaining wages. They also valued the idea of bringing basic skills concepts to life by contextualizing them in authentic real-world applications. The worth of the models themselves was never in question by these instructors. The results from other states that had piloted the models seemed to speak for themselves, and there were funds available from nonprofits and private foundations to launch the work.

However, there was also a trend in workforce development training that was supported by longstanding industry partnerships in the region. These colleges had worked hard to develop accredited training programs that culminated in industry-based

certifications, and were graduating highly skilled technicians with the certifications the industry partners desired. There were rich, robust workforce alliances in place and there were competitive state and federal funds to support the work.

Instructors characterized the acceleration trend as doing something new and innovative that benefitted underprepared students and gave them second chances in life. But progress with this population, they said, sometimes had to occur over a long, gentle arc of remediation, student support services, and genuine relationship building. This trend sometimes competed for campus resources and attention with the second trend.

The partnerships with industry involved something that was greatly in demand that needed to be accomplished in short bursts with high levels of rigor on an employer's timetable. Some industries required participants to pass background checks and drug screens, so all training opportunities were not always available to all students. Uncertainty and confusion sometimes occurred when the funds for one trend were expected to yield results for the other trend, or when entrance requirements were expected to be the same for both kinds of strategies. Participants stated that both approaches to address both needs were viable, even necessary, but that both approaches were not feasible simultaneously for some disciplines and for certain students.

Three instructors alluded to demands for increased headcount, increased retention rates, increased graduation rates, and more rigorous academic coursework while they were expected to pilot new instructional approaches. One questioned the practicality of the process, "We want lots of students coming through the door, we want to accept students of all abilities, we want the highest levels of academic excellence,

and we want high retention numbers every semester?" A participant who felt a more realistic expectation should be established summed it up:

> Acceleration works great when we need to respond to employer demand for highly trained workers. But that might not be right for an adult learner who is kind of fragile, who is already juggling a lot just to be here. We are working against the clock with some of the most underprepared students while we're trying all these new ways of doing things. We can do each of those things, of course, but we need to consider the timing, whether it's the right time to have all those things happening at once.

Some of the material that was coded as unintended outcomes might also be considered as academic challenges or campus climate danger zones, but because several of the instructors remarked "that never occurred to me" or "I didn't see that coming" or "how did we not know that", their perceptions were gathered into the category of unexpected developments or unintended outcomes.

Almost half of the participants mentioned in conversation that their campus situation was unique, or that their students arrived with unique challenges, or that their regional economic situation was unique than neighboring institutions. They gave examples of special partnerships they had developed, customized training they had built, and valuable alliances they had forged with employers in the region. Layering over that uniqueness with a standardized approach to serving students with accelerated, integrated instruction, seemed odd to them. They did not feel it should be implemented uniformly across all disciplines or across all colleges in a system without some consideration for what was already in place there.

Faculty felt this philosophical difference unintentionally put them at odds with campus program planners. They suggested it might have been prevented if they had been involved from the beginning of the planning stages. They believed that instructor

think differently than the administrators and see things they might not see. Many of their concerns on which they based their differing opinion were the result of not fully understanding why the campus had decided to implement the model or why external partners were being brought in to shape the implementation. Cathy, an adult education instructor commented, "I agree we have to think outside the box....but it didn't seem like the partners were knowledgeable about what we were already doing well, like they weren't seeing what was already working on our campus..." Meagan, an English instructor, reflected, "In the past, when we have used blanket solutions for large groups of students or groups of campuses, we have missed individual needs and some students got left behind."

The participants discussed their interest in meeting each student where they were, crafting individual solutions for their success, and making sure they were equipped for the real world when they left. That had been their goal before the project was implemented and that would be their goal after the project was over. They did not find worth in a project that was planned in a way that did not recognize their local campus climate and did not allow them to modify models and approaches to fit their local campus strategies.

One participant observed that sometimes campuses have built-in competing initiatives when roles and responsibilities overlap but are not fully discussed across divisions and departments. He recalled that some developmental education personnel seemed to feel their jobs were threatened by the integration of remediation with credit-bearing coursework. There were questions: if the remediation could be offered through adult basic education at no cost to students in a shorter amount of time, would students

continue to pay tuition fees to take semester-long developmental education courses? What happens to our jobs? Ultimately, the integration project at that campus, which was developed in a noncredit format, was not sustained. The participants wondered whether administrators decided the new approach had negative effects on the profiting potential of that division of the college.

The instructors that piloted the new integrated model felt there would always be plenty of work to do supporting underprepared students, and it didn't need to be viewed as an either/or solution. They did admit that it might not be feasible for a college to completely transition over to the integrated and accelerated strategies if the college had been relying for some time on developmental education student tuition to operate the institution. This, they said, circled back to the importance of communication across campus.

The topic mentioned least in the interviews was fiscal resources. Except for the faculty-initiated project, the instructors did not volunteer much about how the project was being funded, whether they thought much about how it would continue, or how campus resources could be aligned for the greatest return on investment. One pair of instructors who had team taught for several years remarked about internal financial decisions during the implementation which they that impacted the long-term viability of the integrated approach on their campus. Many of the participants spoke, instead, in terms of how they invested their personal resources of time and energy, and how they managed their personal relationships with the students and their colleagues.

Theme Two: Personnel and Performance

While discussing their experiences with integrated and contextualized

instruction, the participants referred to 41 issues relating to campus personnel and their

own instructional performance (mentioned on 284 instances). Sixteen of those

references (mentioned on 95 instances) had to do with their motivation for participating

in the local campus implementation, for trying other new instructional strategies in

recent academic years, or for entering the teaching profession in general. Twelve

references (mentioned on 69 instances) focused on the interpersonal challenges they

encountered during the implementation at their campus, their feelings about working in

teams on group projects, and the interpersonal skills they felt were important to be

successful teachers in a contextualized or integrated format. Nine references in this

cluster (mentioned on 79 instances) related to realizations – or aha moments – they had

experienced during and after the project. Lastly, four of the references to people and

performance (mentioned on 41 instances) related to aspects the instructors felt were

benefits for them, campus personnel, and students. Figure 4 displays the clusters of

topics comprising the personnel and performance theme.
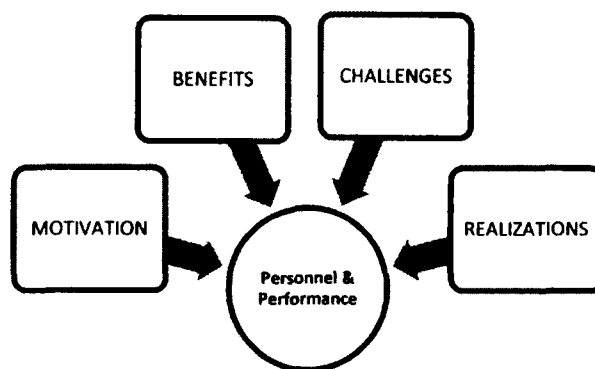
Figure 4. Topics Related to Personnel and Performance

Notably, twelve of the thirteen participants stated they felt the experience

produced an overall increase in their job satisfaction, their sense of purpose, and

improvement in their teaching skill set. When ranked in order of frequency of

occurrence, the aspects most often discussed in this theme were those surrounding their

personal motivation and sense of calling to inspire, encourage, and prepare students to

finish well.

Cindy shared:

> This is a calling for us, a passion. This is not just some job we come to
> everyday; we have a heart for these students, to see them excel. And that
> comes from every level of our school. I think we have a committed team
> of administrators, faculty, and staff who are here every day for the right
> reasons.

Participants frequently stated their sense of urgency to show students they could

"be somebody" and "accomplish more than you think you can". It was important to the

instructors that their students graduate successfully and be productive citizens in their

respective communities. Only two instructors spent more time on any other topic in this

cluster.

The second most discussed aspect was about the personal learning curve they

themselves experienced during and after participation in the integrated and

contextualized instruction projects. Twelve of the instructors referenced the uncertainty

they felt facing the new approaches, the feeling of being stretched, and the eventual

resolution of feeling more confident to try new things, more competent in their teaching

skills. Three of the instructors were actually taking college courses for advanced

degrees at the same time they were participating in the implementation. They noted the

parallels between their apprehension toward new, unfamiliar subject matter and the kind

of struggles their students were facing.

According to the participants, none of the integrated and contextualized projects included extra stipends for the instructors, additional faculty release time, public recognition, or salary increases for participants. (Grant funds for instructional supplies and professional development workshops we used to support some people and programs). In the absence of any tangible incentives, it was important to understand the motivation of the instructors who agreed to alter their professional experience by learning and teaching the integrated and contextualized models of instruction.

When participants spoke of their motivation to participate in the pilots, it was not so much about the model or the way it happened on their campus, but about the larger issue of why they chose teaching as an occupation, and why they find it rewarding to teach students that arrive with so many academic challenges ahead of them.

"I wanted to inspire and encourage people. I know what it means to get a second chance at an education," LeAnn stated. "I wanted to show these students that they could do something with their life. They don't have to stay where they came from."

They spoke of their concern for the social plight of their students, and that they identified with their students who work, care for family, and attend classes at night. "I have been on food stamps. I have struggled as a single parent," Teresa said. "I understand the struggles my students go through. I know how important an education is going to be to the quality of the rest of their life."

They spoke of the importance of being student-oriented, of remaining focused on the ultimate goal: a well-prepared graduate who can think critically, solve problems that life throws at them, and can be proud that they can support their family.

Participants shared that as they taught in pairs, they became more aware of the importance of modeling appropriate behavior for their students, using socially accepted norms for settling disagreements, and demonstrating professional work ethics. Teresa, teaching a combined GED and computer skills program, described how she put herself through school as an adult, eventually earning her GED and Bachelor's degree. She now displays those credentials in her office so that students can envision the possibilities ahead of them. "Yes, I display my GED and other credentials in my office, not to intimidate, but to inspire. I've heard them say, 'Yeah, she went to college, she got her GED, and I'm gonna get mine, too'."

It was clear that the instructors placed the students as their first priority, even above what was convenient for themselves. They indicated the progress the students made hinged on the student's willingness to attend class and do the work, but that they would stay late, come early, and build a trusting relationship with their students in order to help them achieve their goals. It was important to the instructors to be authentic with the students, to convey genuine interest in them, and to see them as more than people filling seats in their class.

Seven of the thirteen participants stated explicitly that their primary motivation for agreeing to participate in the integrated and contextualized models was because they saw benefit for the student in the project. They hoped it would help them finish sooner, that they wouldn't waste time swirling in developmental education courses, spending their funds and getting discouraged. Adam put the issue in perspective, "I can tell you about these kids coming from the ghetto...They don't have all their life ahead of them.

They just get these short windows, and they have to move right then to make something of themselves."

Deb, however, shared that she felt influenced to buy in to the integrated instruction model because of external forces for colleges to reach performance metrics. She recalled that her state appropriations formula incentivized graduates over incremental student improvements in remedial courses. "When the report card for our state changed, it was all about the degree. Colleges needed to get students trained and graduated in order to receive the maximum allocation of state funds." She mentioned that they knew they were likely not going to be hiring any more instructors, so she saw the contextualized model as a good way to get all the content with better outcomes for the students.

John, an academic instructor, and William, a career and technical instructor, spoke of their pride in their work product. They found reward in generating good numerical outcomes for their program, in gaining recognition for building a program of excellence, and in knowing they were satisfying their supervisors. That was not their primary motivation, but they admitted it was part of the reason they agreed to participate in the project. No instructor rated their primary motivation as that of the college's success overall or the success of the grant project. Clearly, student success ranked as the primary motivation for the participants.

Participants shared thoughts on the interpersonal challenges they encountered during the participation, about working in teams, and the attributes they felt were important in teaching contextualized or integrated formats. The topic that surfaced most

frequently was trust. They spoke of the importance of trust between instructors, between student and instructor, and between administration and instructors.

Instructors shared it was helpful to the students to be enthusiastic about the models and the project, to maintain a positive attitude. There were plenty of bumps in launching an idea that had never been introduced before, but they felt a duty to give it a fair chance and weather some of the early resistance. It was important, they said, to ensure the integrated work was not busy work "just to check off boxes", but that it was necessary, meaningful, and related to the course objectives.

The moments when they felt discouraged or frustrated, though, were not moments with students. They were "logjams" and "standstills" related to campus processes, paperwork, getting things done through procurement processes, and compliance with federal grant requirements. It was difficult for them to maintain an enthusiastic, positive attitude when they were not allowed time to plan the delivery of their integrated content, when they didn't have complete information about what was expected of them, when they could not get purchases for instructional supplies facilitated in a timely manner, or when they felt a disconnect from their administration. Some faculty were not sure that administrators knew how much work was involved in running the pilot, or how many extra hours were involved in getting students across the finish line. They would have appreciated some form of encouragement in return for their willingness to pilot a new model, iron out the wrinkles, attend professional development, and increase completers for the good of the campus.

Five of the programs involved in the pilots were accredited programs, and accountable to an external accrediting agency. It was important to instructors to ensure

the required rigor and data collection they needed for maintaining accreditation, while implementing this new strategy for the students' benefit. Nearly half of the participants mentioned their concern that the additional instructor in the classroom and the additional remedial materials integrated in the class time interfered with their ability to adequately cover their required curriculum. They felt pressure to cover all the material and still prepare students thoroughly for the certification exam that served as the end of course assessment. Subsequent semesters went more smoothly as they removed the integration from the shorter eight-week terms, and restricted them to the full 16-week terms. Participants say they learned over time the best pace at which to move.

Participants said they needed support during their project period, from each other and from their supervisors. They felt they were "working blind" or had "insufficient guidance" at points in the process. But support meant something different to these instructors at different phases of their projects, and it meant something different for the academic content instructor than it did for the basic skills instructor.

In the planning phases, support meant being included in the discussions and decision-making, and hearing about what was being considered before it was decided upon and mandated across their department. In the early parts of the implementation, support meant being invited to professional development workshops and meetings with their counterparts at other institutions. It meant having handouts and materials provided to them so they could refer to them when they had questions. Further into the implementation, support meant having the much-needed time to reflect and make modifications to their plan, and to discuss what worked and what didn't work with other instructors and campus departments. Toward the end of the project, support meant that

administrators would share the needed information about where the campus was going with the project, whether supervisors considered the project successful, and how future plans would affect them. They wanted to know that their input "from the trenches" was going to considered when decisions were made.

Academic content instructors needed support from their assigned co-instructors, a commitment to plan and deliver the material well, and to respect their expertise in their field. They needed personnel in admissions, financial aid, career services, and other student services, to follow through in providing students with resources that would help them stay in school. Financial aid issues, childcare, transportation needs, and job placement were the barriers that often contributed to students dropping out.

Basic skills instructors needed to feel welcome in the classroom of the academic content instructor, to know that their expertise was respected. Support, to them, meant that administrators and the co-teacher were willing to provide time and space for them to assist students with basic education skills training. They appreciated when the tutoring and supplemental instruction were considered necessary, not optional, and when the academic content instructor conveyed that to the students in class. When those things were not put in place, they sometimes felt like a fifth wheel in the room, not really a part of the process, only there because the model said there should be a second instructor. All instructors admitted they did not necessarily expect special treatment, but they needed to know that they were appreciated.

Eleven of the thirteen instructors shared realizations they had about the process. Near the beginning of their conversation they stated that this had been a "big learning curve" for them personally, "a huge adjustment" for them academically, or "entirely

different for me" professionally. In the process of learning about integrated instruction

and learning how to contextualize basic skills into technical skills training, they had

become aware of some concepts that they felt they would take with them as they moved

forward in their career.

Several felt certain that the success their campus experienced could be attributed

not to the particular model they implemented, but to teacher effect. They realized, they

said, that they could be "the difference". They explained teacher effect as the degree of

influence a particular teacher has because of how she has developed her instructional

skills. It is the willingness to try new approaches, or adapt to new situations when

necessary, and serve as a life coach for students. Timothy summarized, "Teacher effect

is what makes students to want to work hard for a goal." Some felt an instructor's

intentional persistence with individual students to "make sure they got it" and

completed the course was rooted in a personal work ethic, a value, or a character trait

that the instructor already possessed. They were not sure that a particular model

necessarily generated all the results their campuses experienced. They also admitted that

in those instances in which the integration implementation "crashed and burned", that

also could have been attributed to teacher effect.

Six of the instructors attributed the success of the model on their campus to the

fact that their administrators made good, thoughtful choices in pairing the instructors,

and that they chose seasoned teachers with experience in "reading the classroom" and

"getting students". Participants felt that seasoned teachers better understood the most

appropriate places to integrate the basic skills and worried less about whether they

could cover all the material in a semester. They were able to devote more of their time to the students and less time to the mechanics of teaching.

The exception to this was an implementation that employed three brand new instructors and one existing instructor for their pilot. Two of the three instructors were new college graduates that had not taught previously, and the third instructor came to the teaching profession from a long, successful career in industry. This particular project experienced success from the start and received positive feedback from the students and industry partners on the usefulness of the approach. The instructors spoke highly of the experience and looked forward to future semesters. The industry veteran-turned-instructor enthusiastically shared, "I had no plans to be a teacher. I just wanted to get out there and earn my way in the world. It's taken me my whole life to discover that I love teaching!"

Most interesting was the concept of influence vs. authority. The topic was never articulated in those exact terms, but was woven throughout the conversations with instructors. The implied idea was that it was important to have long-term influence with their students for the greater good than to have short-term authority over them in the classroom setting. Participants spoke of the life skills the team-teaching approach allowed them to model. Iris explained:

> There's a lot of challenge for these students. They have complicated
> lives. They have children and they had a hard time because they didn't
> have their GED. All of that plays a part in how they do in school and
> their determination. Sometimes there were things that got in the way of
> their productivity for that day, with their children or different life
> circumstances. For me, it's making sure they are constantly being
> encouraged, letting them know they are important and that they can do it
> even when they don't think they can.

Adam, who was teaching a highly sophisticated set of technical education skills, said his students performed better when they felt a sincere concern from, a genuine connection to one of the two instructors, not merely a duty to comply. "They have real challenges. But the more you get to know them, the more they feel you've invested in them, and the more they'll do for you, and for themselves".

Iris and her co-instructor made a point of checking in with each student each week and keeping them engaged between the two instructors. She remarked:

> Some days they just don't think they can. They just want to give up. But I'd say, 'I know you can do this. Keep coming back. Stick with me and we will get through this together.' She would say, 'I can't do this', and I would say, 'Don't leave today. I need you to stay today and keep trying. At the end she said, "I didn't think I could do this." But I said, "I knew you could." And now I know they have a great set of tools for life."

Twelve of the thirteen participants reported enhanced job satisfaction overall following their participation. They valued the opportunity to learn a new way of serving students. Some stated that seeing the student learning experience from the perspective of another instructor in another discipline helped them see students differently. Meagan, the Liberal Arts teacher, stated she sees now the value of English not only as a general education course, but also as a skill students need to meet the expectations of business partners, potential employers. She promised herself that in the future, she will always make sure her assignments are relevant to what something students are going to do when they get out of college.

All instructors stated they had improved their instructional skills in some way. Some said it happened through the professional development workshops and online modules. Others felt it was because they dug into the materials and forced themselves to adapt. Three of the thirteen gave credit to their co-instructor. An adult education

instructor said, "I learned four different ways to approach teaching, because I got to

observe four different co-instructors presenting it to our students." One career and

technical training instructor welcomed the evaluation process by a fellow teacher. "She

helped me be a better teacher. Another observed:

> A fellow teacher can coach me, in casual conversation, in a way you
> don't even know is happening. He's not my supervisor, not my
> subordinate, really just a friend giving solid feedback. That's a valuable
> benefit in working with another instructor. It's a worthwhile thing for a
> teacher to do sometime during their career.

Theme Three: Academic Issues

In their conversations about integrated or contextualized instruction, participants

characterized academic and instructional issues in chronological terms, as to how they

were feeling or what they were thinking at certain intersections of the life of their

project. They mentioned 20 aspects of the planning, implementing, refining phases, and

the sustaining of the work at the end of the implementations. The 105 instances in

which they shared their perceptions can be grouped into four activity codes: planning,

implementing, tweaking, and sustaining. Figure 5 displays the clusters of topics

comprising the academic issues theme.
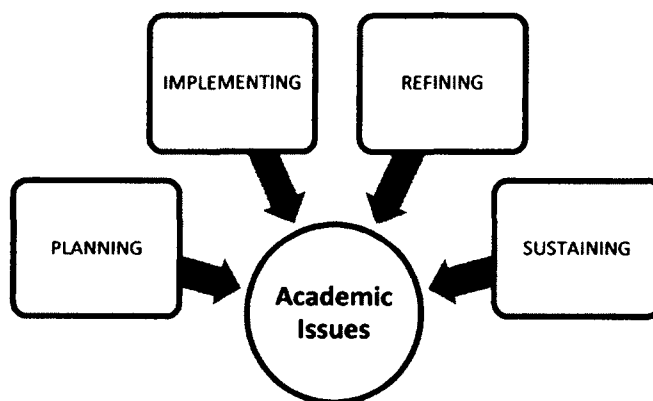
Figure 5. Topics Related to Academic Issues

Half of the 20 aspects related to academic issues were perceptions of the actual implementation of the integrated or contextualized instruction in their classrooms. Four of the aspects (mentioned on 27 instances) were about the planning phases, and most of the remaining aspects centered on the refining phases of implementation. Only two concerns were articulated about sustaining the work done during implementation. Only one of the institutions had fully implemented over multiple semesters at the time of the interviews. The other campuses were still in the refining phases and may not have considered the sustainability issues yet.

Few participants were involved in the initial planning of the implementation at their campuses. They were brought into the conversation at some point after the decision had been made to move forward with the idea. There were two exceptions to this: (1) the extracurricular club that was initiated by the faculty members, and (2) a project contextualizing general education courses with career and technical training in which two faculty and a department chair planned and launched the pilot. For the other projects, instructors were brought into the conversation somewhere after the decision had been made to be a pilot site but before the implementation.

Although all participants were involved in the implementation of the models on their campuses, some in leadership roles, and some as team members, seven of the thirteen felt they did not have sufficient understanding of the model before they began. They understood it better once they had the opportunity to observe a program first hand and speak with the instructors who had already implemented.

The participants considered the terms *integrated instruction, embedded remediation,* and *contextualization* to be lingo internal to those promoting the models

and providing the professional development training. They could not recall any student or any other instructor ever having used those terms. They were encouraged, though, when they realized that these terms represented strategies they had used at various points in their teaching careers. They use phrases such as "connecting it to the working world", "applying it to real life", "setting up authentic workplace situations", or "writing real-life word problems". Applying geometry principles to bricklaying or sheet rocking at a construction site was less intimidating for students. Understanding binary numbers as IP addresses gave younger students a current, relevant application to an older, abstract topic. Instructors taught fractions in the context of using a tape measure and they taught decimals in the context of calculating patient input/output volumes. Because those skills are required to be employed in some occupations, students had greater incentive for mastering the concepts.

"This is where the contextualized model shines," stated Timothy. "When you start with things they know from other parts of life and connect them to new parts, they get it."

Participants discussed the need to refine the game plan after implementation was underway. Several weeks into an implementation on one campus, the project team and instructors discovered that their students' deficiencies were not math or English, but interpersonal skills. However, the implementation model had been structured around embedding English and math into technical training courses. A redirection was needed, but the instructors felt compelled to remain faithful to the model as planned. A basic skills instructor described the dilemma surrounding the choice to make mid-course corrections:

> We planned to integrate basic skills model in certain computer classes,
> but they weren't necessarily the best place for that model. People in
> those classes that semester didn't really need that kind of help; they
> needed help with social and interpersonal skills or they couldn't get jobs.
> It was a mismatch between the kind of help they needed and what we
> had planned to provide. We realized, too, that deficiency would never
> show up on an academic placement test. Interpersonal skills are critical
> to working in that particular field, but there was no way to measure it
> before they were in the program. So we redesigned the onboarding
> processes for the next term.

The role of the instructor surfaced in at least three interviews. Participants felt their role in the classroom was continuously redefined throughout the project, which required a lot of patience. Some of the paired instructors sat down and wrote out why they were there, what each instructor was responsible for, when they would pivot between the two instructors, and how much material they would cover in a particular week. Others "just winged it" or "kept it really fluid" within the bounds of a particular model, being guided by the students' expressed needs. Cathy, an adult education specialist remembered:

> When we kicked off, neither of us had ever done any team teaching. So
> when classes started, we had three entities in there that were treading
> new water – me, him, and those students. We learned a lot that first
> semester, and we learned what we needed to change for the next time. It
> wasn't my role as lead teacher or his role as lead lab instructor. It was a
> whole new role and it was shared. The longer we taught together the
> better we got.

Several participants suggested that an instructor needs to be completely confident in her knowledge of her material, in herself as a person, and not have thin skin. LeAnn recommended, "Anyone who decides to participate in something like this should know they're going to have to accommodate another instructor's schedule, their personality, their tone of voice, how they interact with students, and the pace of their classroom."

Only one of the participants, an instructor/program director, made direct reference to his role in sustaining the work accomplished through the project. As a program director, he was authorized to make decisions about the future of the implemented model, the personnel who would be selected to teach it, and the pairings of the instructors. Eight other instructors, though, referred to the continuance of the work as a decision that they assumed would be made by their supervisor, their Dean, their Chancellor, or their President.

From the participants' perspectives, the criteria for whether to continue the program were entirely about the students. There were concerns early in the project: Are these students getting the material in this accelerated format? Is this enough time for them to really absorb all this content? Are they ready to graduate? Can they earn a wage that will support their family with this credential?

There was little mention of concern for the fiscal viability of the program, the meeting of the metrics for the funding agency, the return on investment for the campus, or the status of being a pilot school for a high profile initiative. They did not seem to focus on the source of the funds, the requirements for using the funds or securing additional funds, or of the implications for future participation in such initiatives. William made specific mention of fiscal resources that were required for an implementation, the allocation of budgets or instructional supplies, and what he expected his role to be after the project was finished. He was involved in a project that was designed and launched by the faculty, and which existed largely on funds raised by the project team members. It appeared that some of the instructors participated in these

pilots for reasons that were different than the campus leaders who originally planned the projects. Adam explained:

> What we gained in our project might not be definable, not trackable, or provable, which is bad, but it's the part that's worthwhile to me. It's the part that's rewarding, and the reason why I keep teaching. With this model, we're working with students who need someone to push them, believe in them. This is the real deal. And the proof is in the fact that they hang in there until they complete, they tell us when they get a great job, and they stay in touch. They're proud of themselves and they want to make us proud. I think this approach works. That's why I do it.

Findings

Bickerstaff (2014) stated that it is "important to convince both faculty and other stakeholders that an innovation is legitimate and worthwhile. Make clear what the reform is designed to do, and how it can be implemented."

Participants in this study confirmed that it is not sufficient to "go with the coalition of the willing, to incubate in the corner." Campus leadership must coordinate their message across campus, to communicate at multiple levels the full story of what is being piloting, why it is being piloted, and are the expected outcomes. Part of the story trickling out to some of the faculty and staff without being heard in the full context can create problems. Open communication may prevent miscommunication.

Bickerstaff (2014) determined that leaders need to hear faculty perspectives and concerns throughout planning, implementation, and refinement processes, and should support an initiative by providing necessary resources. Participant comments in this study confirmed that assertion and extended it to suggest that the term "support" means something different at each stage of implementation, and it means something different to various stakeholders in the project. Listening to the needs and expectations of project team members throughout the implementation timeline will assist in understanding

which personnel need which kinds of support and at what points in the timeline. Support can be targeted and more effective.

Campuses that had just started, or were in the early stages of implementation, were more optimistic about the models themselves. They spoke in philosophical terms and were very hopeful. They were happy to implement something that was a possible solution for student success. They spoke in terms of the project, the model they were using, and what they saw as the benefit of the idea.

Campuses that had been implementing for some time or had completed their project, and were reflecting back on it, offered less optimistic statements, more realistic, pragmatic assessments of the value of the experience for their campus. They had more cautionary tales, more words of wisdom, and more specific examples to support their statements. They spoke more in terms of the student outcomes and their feelings about how it impacted the students.

It is possible that faculty participate in campus initiatives for different reasons than administrators plan and launch campus initiatives. An unexpected distance can exist between faculty focus on classroom and student issues and administrators' focus on fiscal and organizational issues. Campuses can minimize the distance between the two perspectives by intentionally communicating the vision and rationale for an initiative early and often, and by ensuring that the message is shared with and by administrators, faculty, staff, and students.

Bickerstaff and Cormier (2014) stated, "researchers know about the activities in faculty professional development programs, but not much about the teachers' experiences, questions, concerns, and needs." This study explored instructor

perceptions to fill that gap in understanding. Instructors interviewed in this study saw their role as the lead facilitator in bringing together an existing, required body of knowledge with a student's ongoing life experiences.

Although they did not use the term *social constructivism*, the participants seemed to be operating through that lens. Instructor comments did not indicate that they consciously operate with that theoretical basis in mind. They did not refer to it directly or use the theoretical language of research when they talked about their experiences. But their remarks revealed that they believed the learning that occurred would be a synthesis of what the students had already experienced plus the new knowledge the instructors were going to present. They felt that accomplishing that would motivate the students to learn and keep them committed to the learning process until they finished their certificate or degree. Participants expressed great interest in assisting students in the construction of their new knowledge base.

Along the way, it appeared that the instructors themselves functioned as social constructivist learners. To get motivated and stay motivated about learning the integrated instructional models and implementing them at their campus, they needed the same kind of linkage of new knowledge with their own experiences. They did not value the theories of the models as much as they valued the hands-on, concrete application of the theory to specific units of instructions they would be delivering in the coming academic term. Working in groups with other instructors and with seasoned team teaching trainers, they built their understanding of integrated instruction in those training sessions and through on-the-job training in their classrooms when they returned to their classroom.

Bickerstaff and Cormier (2014) suggested that faculty need opportunities to learn how to adapt their practices in the new structure. In this study, faculty articulated their need for time to plan, collaborate, redesign, and "test drive" the new model. The study confirmed Bickerstaff and Cormier's conclusion and further proposed that while faculty are learning how to be team teachers, how to integrate basic skills into technical training, and how to contextualize two content areas, they functioned as adult learners themselves. They drew upon their own life experiences and used their expertise to resolve their questions. They asked questions about what they needed to know in the next immediate phase, and preferred to apply new ideas from their professional development to concrete examples within their specific discipline. They wanted authentic work experiences in which to practice their new skill set. Adult learning theory was clearly at work.

Faculty perceptions were not evenly distributed between the benefits for students, programs, and institutions. Instructors indicated that their primary motivation for getting involved is because they believed the project would benefit the student. Whether faculty received a stipend or whether they got release time to plan for the teaching did not seem to influence their decision to participate. They worked extra hours without release time. They held fundraisers to make the project work because they believed the strategy would benefit students.

Their conversations clearly revealed their heartfelt motivation; that the reward for them was "the light coming on" for a student, following a student through the program to graduation and economic self-sufficiency. No instructor indicated that their primary concern was for their career path, their program, or their institution. It seemed

significant that the two faculty who did not appear for their interview did so because they chose to remain in the registration room where students needed them. They texted to say they were delayed and trying to find a good time to slip out, but their priority was evidently serving the students.

Baker, Hope, and Karandjeff (2009) concluded that faculty can be the force that fuels transformational change; that they can "propel every aspect if they are involved in the design, experimentation and revision." Participants in this study expressed an intense interest in being involved in all phases of their pilot projects. In each phase, participants had questions they wanted to ask, input they wanted to offer, information they needed, decisions they wanted to be involved in, and expectations they hoped would be met.

Wachen, Jenkins, and Van Noy (2011) determined that strong coordination between basic skills divisions and professional technical divisions is required for successful integrated instruction, as well as well-defined roles for both instructors, and support from senior leaders. This study supported that idea and further suggested that instructional innovations do not exist in isolation from existing campus processes, academic environments, or the perceptions of the personnel who facilitate them. Champions for the project are needed in the academic content divisions, the adult education divisions, among student support staff who work directly with students, and in upper levels of administration. Colleges might consider the possibility of one of the team teaching pair being a staff member who is on campus throughout summer and after normal class hours. Staff members and faculty can provide complementary understandings of campus processes and student services.

Recommendations for Further Research

Transformative change can occur when selected strategies are supported at multiple levels, and the support is delivered at strategic intersections. Decisions made on the executive and administrative levels have clear repercussions for the management and operational levels as it relates to resources and the timing of when they are delivered. Further research could explore integrated and contextualized instructional implementation through the organizational change management lens or a study on organizational return on investment.

Research could examine symbolic considerations for implementing integrated instruction from the strategic planning level, such as: Does our institution perceive there is a problem with the status quo? Is this a good fit for our institution? Does it agree with our current culture or a future culture we hope to establish? Are we at a good place to attempt significant change? Will this solve more than one problem? Lastly, future research could examine the effectiveness of a recently advanced triangle model, which expands the two-instructor model of academic instruction and basic skills remediation to a three-person team that includes a navigator, or student services coach.

Summary and Conclusions

External accountability mandates call for effective change on community college campuses, which presupposes some kind of innovation, whether curricular, instructional, or simply reallocation of existing resources. When colleges choose to implement reform measures, a successful implementation blueprint should allow for collaborative planning on multiple levels, interim reflections and revisions, reconciliation with the original plan, and local customization of a sustainable solution

for the local campus. Faculty participants in this study indicate that integrated and contextualized instructional models do hold value for faculty when they are used to benefit students, and not used solely as an experimental strategy to increase numbers for reporting purposes.

Organizational change for community colleges may hold particular hazards during the transition from traditional trade school thinking to more competitive, innovative modes of education delivery in the 21st century. Ormerod (2007) suggested that "things sometimes fail because the decision makers don't understand their environment well enough to anticipate the consequences of their actions". Awareness of the research about issues of implementing change and models of integrated and contextualized instruction could help leaders develop better strategies for lasting change.

APPENDICES

APPENDIX A
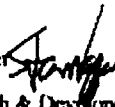
LOUISIANA TECH HUMAN USE FORM

LOUISIANA TECH
U N I V E R S I T Y

MEMORANDUM

TO: Dr. Dawn Basinger and Ms. Lisa Wheeler

FROM: Dr. Stan Napper, Vice President Research & Development

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: August 17, 2015

In order to facilitate your project, an EXPEDITED REVIEW has been done for your proposed study entitled:

"Integrated Instruction: Perceptions of Community College Faculty"

HUC 1348

The proposed study's revised procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Informed consent is a critical part of the research process. The subjects must be informed that their participation is voluntary. It is important that consent materials be presented in a language understandable to every participant. If you have participants in your study whose first language is not English, be sure that informed consent materials are adequately explained or translated. Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

Projects should be renewed annually. *This approval was finalized on August 17, 2015 and this project will need to receive a continuation review by the IRB if the project, including data analysis, continues beyond August 17, 2016.* Any discrepancies in procedure or changes that have been made including approved changes should be noted in the review application. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of University Research.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study. If changes occur in recruiting of subjects, informed consent process or in your research protocol, or if unanticipated problems should arise it is the Researchers responsibility to notify the Office of Research or IRB in writing. The project should be discontinued until modifications can be reviewed and approved.

· If you have any questions, please contact Dr. Dr. Mary Livingston at 257-2292 or 257-5066.

APPENDIX B

CAMPUS INSTITUTIONAL REVIEW BOARD FORMS

MERIDIAN
COMMUNITY COLLEGE
Nine Ton Highway 19 North • Meridian, MS 39307-5890

May 13, 2015
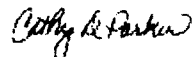
Dr. John Harrison
Dean, Graduates Studies
Louisiana Tech University
Ruston, LA

Dear Dr. Harrison,

The Office of Institutional Effectiveness and Accountability at Meridian Community College has reviewed the study entitled "Integrated Remediation: Perceptions of Community College Faculty" submitted by Lisa Wheeler of Louisiana Tech University. We are aware that the study will utilize personal interview questions to gather data.

Responses from six to eight people at our facility will be collected by Ms. Wheeler during the period June 1, 2015 to July 31, 2015. HHS guidelines for confidentiality, de-identification, and security of data will be followed as indicated by the Office of Human Research Protections. On May 13, 2015, the facility IRB approved the study as presented.

Signed,

Cathy le Parker

Cathy Parker
Director of Institutional Effectiveness and Accountability
SACSCOC Liaison
Meridian Community College

April 27, 2015

Dr. John Harrison
Dean, Graduates Studies
Louisiana Tech University
Ruston, LA
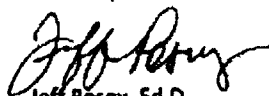
Dear Dr. Harrison,

The Institutional Research and Planning Unit of Copiah Lincoln Community College has reviewed the study entitled "Integrated Remediation: Perceptions of Community College Faculty" submitted by Lisa Wheeler of Louisiana Tech University. We are aware that the study will utilize personal interview questions to gather data:

Responses from six to eight people at our facility will be collected by Ms. Wheeler during the period June 1, 2015 to July 31, 2015. HHS guidelines for confidentiality, de-identification, and security of data will be followed as indicated by the Office of Human Research Protections.

We do not have a formal institutional review board at our community college; however, we do have an internal approval process of review by my office. On April 27, 2015, my office has reviewed the purpose of the study, the methodology, and the data collection methods, and protection afforded to participants and the study is approved as proposed with no stipulations other than receipt of an approved IRB letter from Louisiana Tech University.

Sincerely,

Jeff Posey, Ed.D.

Director of Institutional Research and Planning

Wesson Campus
PO Box 649
Wesson, MS 39191
Telephone 601-643-5101

Natchez Campus
11 Co-Lin Circle
Natchez, MS 39120
Telephone 601-442-9111

Simpson County Center
151 Co-Lin Drive
Mendenhall, MS 39114
Telephone 601-849-5149

Mississippi Gulf Coast Community College

Request to Conduct
Research at MGCCC

Lisa Wheeler		318-257-3229
Lwheeler@latech.edu		n/a
305 Wisteria		Ruston
		LA
		71272

Dr. John Harrison		318-257-3229
jmharrison@latech.edu		318-257-2957
P.O. Box 3165		Ruston
Director, Graduate Studies & Research		LA
		71272

Louisiana Tech University
College of Education, Graduate Studies & Research

Has the study obtained IRB approval from sponsoring institution?

☐ Yes, Approve Date of _____   If Yes, was Study ☐ Exempt or Expedited (deemed minimal risk to human subjects)
☒ No   In Progress   ☐ Full Board (deemed greater than minimal risk or work with
☐ Not Applicable, Explain: special populations of human subjects)
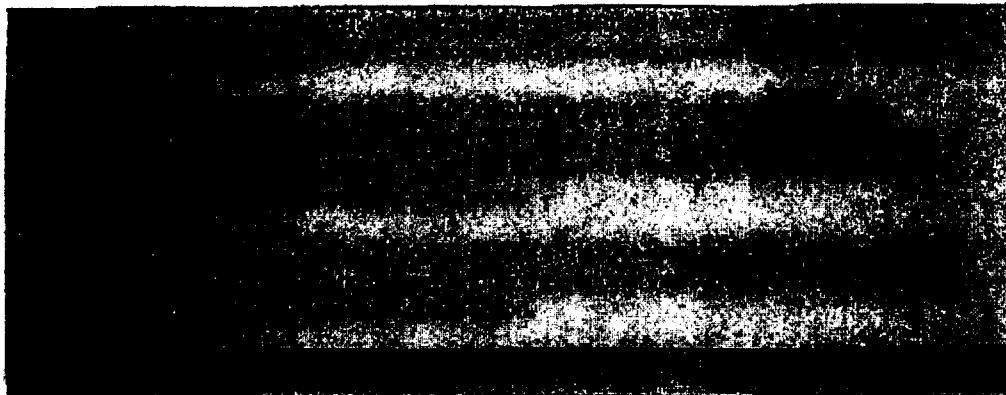
Principal Investigator – I certify that the information in this request is complete and correct. As Principal Investigator, I have the ultimate responsibility for protecting the rights and welfare of human participants, secure conduct of the research, and the ethical performance of the project. I will comply with all applicable federal, state, and local laws regarding the protection of participants in human research.

_____   7/12/15
Signature of Principal Investigator   Date

Research Advisor – I certify that the information in this request is complete and correct, and that this proposed research has been approved by the IRB of the sponsoring institution or will be approved before the research is conducted. As Research Advisor, I confirm that the student researcher under my guidance is knowledgeable about the regulations and policies governing research with human subjects, and has sufficient training and experience to conduct the research outlined in this application.

I further agree to regularly meet with the student researcher to monitor his or her progress; and if problems arise, I will become personally available to help the student researcher resolve those problems. As an advisor of this project, I will assure the protection of the rights and welfare of human participants, secure conduct of the research, and the ethical performance of the project. I will comply with all applicable federal, state, and local laws regarding the protection of participants in human research.

_____   7/17/15
Signature of Research Advisor   Date

APPENDIX C

HUMAN SUBJECTS CONSENT FORM

TITLE OF PROJECT: Integrated Instruction: Perceptions of Community College Faculty

PURPOSE OF STUDY/PROJECT: Community colleges have begun to explore accelerated delivery options to move students through remediation and into credit-bearing courses, to reduce attrition rates and time-to-degree, and increase retention and completion rates. The purpose of the proposed study is (a) to better understand the perceptions of faculty who participate in integrated learning and (b) to explore how the instructors feel about teaching integrated curricula. The research questions are:

(1) How do faculty members experience the integrated instructional models?

(2) How do faculty perceive the benefits and challenges for the student and the institution as compared to the benefits and challenges for faculty members?

PROCEDURE: Interviews with instructors will be conducted at selected community colleges. A semi-structured interview with a brief series of open-ended questions will be used, regarding instructor experiences with integrated instruction initiatives. Transcripts will be stored on the researcher's personal computer and encrypted with TrueCrypt software. No data or personally identifiable records will be shared with any parties other than the researcher. Participants are asked to provide a pseudonym to which their comments can be attributed.

INSTRUMENTS: A brief series of questions about the implementation of the integrated remediation initiative on each campus will be asked during the personal interviews.

RISKS/ALTERNATIVE TREATMENTS: Participant identity will be kept confidential, accessible only to the principal investigator. No financial compensation will be offered in exchange for participation.

BENEFITS/COMPENSATION: No benefits or compensation will be offered in exchange for participating.

I, _____, attest with my signature that I have read and understood the following description of the study, "Integrated Remediation: Perceptions of Community College Implementers", and its purposes and methods. I understand that my participation in this research is voluntary and my participation or refusal to participate in this study will not affect my relationship with Louisiana Tech University or my grades in any way. Further, I understand that I may withdraw at any time or refuse to answer any questions without penalty. Upon completion of the study, I understand that the results will be available to me upon request. I understand that the results of my survey will be confidential, accessible only to the principal investigators, myself, or a legally-appointed representative. I have not been requested to waive, nor do I waive, any rights related to participating in this study.
                                                                                                                        Signature of
_____   _____
Participant   Date

CONTACT INFORMATION: The principal experimenters listed below may be reached to answer questions about the research, subjects' rights, or related matters.

Lisa Wheeler   (318) 840-9267   ldw034@latech.edu
Student, Ed.D. Educational Leadership, Higher Education Administration

Members of the Human Use Committee of Louisiana Tech University may also be contacted if a problem cannot be discussed with the experimenters:

Dr. Stan Napper (318) 257-056) or Dr. Mary M. Livingston (318) 257-2292 or (318) 257-5066

APPENDIX D

EXAMPLES OF INTEGRATED SYLLABI

COLLEGE NAME
Computer Applications, Summer 2014

COURSE INFORMATION:

Time:	MTWTR: 9:00 AM – 11:40 AM
Room:	105
Instructor:	

INSTRUCTOR INFORMATION:

Office:	411
Office Telephone:	
Office Hours:	Posted on door
Email Address:	

TEXT/MATERIALS/SUPPLIES:

- Beskeen/Parsons/Cram/Duffy/Friedrichsen/Reding, *Microsoft Office 2010 – Illustrated Introductory, Windows 7 Edition,* Course Technology, 2010. ISBN: 978-0-538-74715-8.
- Microsoft Office Professional 2010, SAM--Student Assessment Training, and Projects for Office 2010 for the Internet.
- One USB Jump Drive/Flash Drive (minimum 128 MB)
- Pen and highlighter

COURSE DESCRIPTION:

This course will introduce an operating system and word processing, spreadsheet, database management, and presentation software applications.

STUDENT LEARNING OBJECTIVES FOR BOT 1133:

1. Demonstrate skills using a variety of software applications.
   a. Use operating system software.
      (1) Apply basic operating system commands.
      (2) Demonstrate proper file and disk management.
   b. Use word processing software.
      (1) Define terminology related to word processing.
      (2) Produce documents using basic word processing features to include margins, tabs, line spacing, underlining, boldface, centering, inserting, deleting, spell-checking, saving, retrieving, and printing.
   c. Use spreadsheet application software.
      (1) Define terminology related to spreadsheet applications.
      (2) Apply basic spreadsheet software features to include alphabetic, numeric, and alphanumeric cell entries, values, formulas, column-widths, column and row headings, deleting, inserting, saving, and printing.
   d. Use database application software.
      (1) Define terminology related to database applications.
      (2) Apply basic database software features to design a file, add records, edit records, generate reports, and select certain records from files.
   e. Use presentation software.
      (1) Define terminology related to presentation applications.

(2) Apply basic presentation software features to include slide development, transitions, and animation.

STUDENT LEARNING OBJECTIVES FOR BASIC SKILLS INTEGRATION:
1. The students will demonstrate an ability to:
   A. Perform addition, subtraction, multiplication, and division of whole numbers;
   B. Perform multiplication and division of fractions and mixed numbers;
   C. Perform addition and subtraction of fractions and mixed numbers;
   D. Perform addition, subtraction, multiplication, and division of decimals;
   E. Use percent as a ratio and as a fraction (proportions);
      Interpret graphic data through sources of information
   F. Construct sentences using correct formation
   G. Use words in appropriate context

EVALUATION:
Grading Scale:
A (90-100)
B (80-89)
C (70-79)
D (60-69)

GRADE DETERMINATION:
Minor Grades	33%
Major Grades	33%
Final Exam (comprehensive)	33%

See below minor/major calculations

DETERMINATION OF GRADES:
Minor grades will consist of graded weekly assignments
Major grades will consist of one-hour tests that will be given at appropriate intervals in the semester.

CPAS TEST:
All Business and Office Technology majors must take the Career and Planning and Assessment System (MS-CPAS) Exit Exam before graduation. Exam date will be posted approximately one month before the end of the semester. This test is mandatory, and students may not graduate without taking the CPAS.

ADA:
If you have a disability that qualifies under the Americans with Disabilities Act and you require special assistance or accommodations, you should contact the designated coordinator for your campus for information on appropriate guidelines and procedures. Names and contact information redacted. Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact name and contact information redacted. As a CC student, you need to become familiar with GradesFirst. GradesFirst is an online tool where you can email your instructors, view your schedule, contact advisors, and look up midterm and final grades. GradesFirst is used by instructors to track your absences. Once you are marked absent for a given day, you will receive an email from GradesFirst notifying you of the absence.

Production Technician Certificate
Safety in Manufacturing Course Competencies
Organization: Credits: 3
Required Materials and Text:
High Performance Manufacturing (McGraw-Hill 1ˢᵗ Edition)

Students will be able to:

No.	Competencies	AO Blended Competencies
1.	List the benefits of different types of manufacturing jobs and responsibilities required.	Read and understand complex texts Increase reading comprehension
2.	Identify skills needed in high performance manufacturing	Read and understand complex texts Increase reading comprehension
3.	List the agencies responsible for regulating safety in the workplace and describe their roles.	Read and understand complex texts
4.	Identify appropriate personal protective equipment for the job	Interpret detailed instructions
5.	Describe fire and electrical safety guidelines	Interpret detailed instructions
6.	Describe the safety expectations of the workplace	Interpret detailed instructions
7.	Demonstrate knowledge of hazardous materials and Hazmat safety procedures.	Read and understand complex texts Scan complex or extended texts to find specific information.
8.	Read and interpret Material Safety Data Sheets	Use appropriate reading strategies to understand content of unfamiliar material or specialized information
9.	Describe safety guidelines for cranes, hoists, lift trucks, rigging and lifting equipment	Interpret detailed instructions
10.	Demonstrate ways to respond to customer expectations effectively.	Write vocabulary in context Write simple sentences on familiar topics
11.	List best practices of successful U.S. companies	Read and understand complex texts
12.	Demonstrate effective communication skills through observation	Write simple sentences on familiar topics
13.	Demonstrate effective written communication	Proofread and revise a written piece to improve spelling, punctuation and sentence structure
14.	Demonstrate teamwork and group decision making skills	Identify supporting points or details for a statement, position or argument on a familiar topic

The competencies on the left-hand side are the technical competencies required to pass the course. The competencies on the right-hand side are Adult Basic Education competencies in reading and writing that will support learning for pre-GED and low basic skill students. In the blended format, students who pass this course will achieve both sets of competencies.

MCCWDTA
Contextualized Curriculum Template
Module Title/Brief Description: Quality Care Through Numeracy
Industry Sector: Healthcare
Content Area: Math
New Core Topic: General Numeracy

Standards for Mathematical Practice:
- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 4. Model with mathematics.
- 6. Attend to precision.

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
N-Q.2: Define appropriate quantities for the purpose of descriptive modeling.

Adult Basic Education Standards
Number Sense
- N-1: Represent and use numbers in a variety of equivalent forms in contextual situations.
- N-2: Understand meanings of operations and how they relate to one another.
- N-3: Compute fluently and make reasonable estimates.

Core Instructional context geared to the adult learner including: (a) instructional information targeting the selected standard(s), (b) worked example of a problem or assignment based on that instructional material, and (c) assessment criteria/rubric addressing core skills and standards targeted in the Module

Nursing assistants need to perform important tasks, such as keeping track of the amount of medicine patients have taken over a given day, making beds, and taking vital signs. Because of this, being comfortable with unit conversion is very important. Assistants should be comfortable converting between metric and non-metric units; for example, converting from pounds to kilograms when measuring a patient's weight and converting from inches to centimeters when measuring a patient's arm circumference to determine the size of a blood pressure cuff needed.

Example: If a patient weighs 220 pounds, what is his weight in kilograms?

220 ÷ 2.2 lbs / kg = 100 kg.

If a patient's arm circumference is 12.2 inches, what is this circumference in centimeters (cm)?

12.2 inches • 2.54 cm / inch = 31 cm.

Recommended Dosage
Normally when administering medication, there is a recommended dosage in "mg/kg" that depends on the patient's weight in kg. For this, you need to use the dosage:weight ratio provided to determine the amount of medicine (in milligrams) that you can give the patient.

Practice problem: A patient weighs 100 kg. He is taking medicine once a day, and the dose is 4 mg/kg. How much medicine should be given to the patient?

Answer: 100 kg • 4 mg / kg = 400 mg of medicine.

Time Management
When figuring out the amount of time available to accomplish a certain task, it is important to be able to convert between days, hours, and minutes, as well as factor in times for breaks and lunch.

Worked Examples

1) It takes 5 minutes to make a bed. Assuming that time needed for travel between rooms is negligible, how many beds can you make in two hours? First, convert hours to minutes: 2 hours • 60 min/hr = 120 minutes. Now, divide 120 minutes by the amount of time it takes to make a bed. 120 / 5 = 24. You can make 24 beds during this time.

2) It takes 6 minutes to make a bed. There are two beds in every room. After working on each room, it takes one minute to lock up and move to the next room. About how many beds can you make in around three hours? Assuming that if you make one bed in a room, you should make the other one as well. First, convert hours to minutes: 3 hours • 60 min/hr = 180 minutes. Each room takes 6 minutes for each bed, and one minute to lock up and move to the next room – so working on each room takes 6 + 6 + 1 = 13 minutes. Let's divide the total minutes, 180, by the number of time it takes for each room. 180 / 13 = 13.8 rooms. Let's try rounding 13.8 up to 14.
Checking the work with the rounded answer 14 shows that 13 • 14 = 182 minutes, so making beds for 14 rooms would be two minutes more than three hours. 14 rooms • 2 beds per room = 28 beds. Now let's round down to 13 rooms. Multiply 13 by the number of beds in each room. 13 rooms • 2 beds per room = 26 beds. So if everything is going smoothly and you don't mind the extra couple minutes, you can make 14 • 2 = 28 beds. Otherwise, given that there are two beds per room and you should make both beds in each room you work on, you would probably have time to make 26 beds.

3) A nurse makes a bed in 7 minutes. How many beds can you make in an 8 and a half hour shift with union requirements of a 30 minute break for lunch and a 15 minute break each hour? Let's first subtract the hour of lunch. 8.5 – 0.5 = 8 Now let's see how much of a given hour the nurse would work, taking into account the 15 minute break.. 60 minutes in an hour – 15 minute break = 45 minutes. Now, multiply the 45 minutes by each hour the nurse would work per day. 8 hours • 45 worked minutes per hour = 360 minutes. Then divide the total minutes worked by the number of minutes it takes to make a bed. 360/7 = 51.4. The nurse can make 51 beds during this time.

4) A patient can have a maximum of 800 mg of ibuprofen per day. The patient has already had four doses of 200 mg ibuprofen every two hours and his last dose was an hour ago. He is already asking for more. Can the patient have more ibuprofen? What do you say to the patient?
4 doses • 200 mg per dose = 800 mg. The patient cannot have more ibuprofen. You can inform the patient that the next time he can have ibuprofen is the next day. If the patient is in a lot of pain, you may want to consult the physician about what the options are.

5) A patient who weighs 195 pounds needs his weight recorded in kilograms to calculate dosage. What is his weight in kilograms? 195 lbs ÷ 2.2 lbs / kg = 88.6 kg. 5) A patient that weighs 140 pounds is taking a new medication. The dosage every eight hours is 3 mg/kg. How much can the patient take per day? First, convert from pounds to kilograms (kg) by dividing by 2.2: 140 ÷ 2.2 = 63.6 kg Now, multiply the dosage by the patient's weight in kg. 3 mg/kg • 63.6 kg = 191 mg.

Find out how many doses can be taken per day. 24 hours in a day ÷ 8 hours between each dose = 3 doses. Now, multiply 191 by 3 since you are calculating the total dosage in a day. 191 • 3 = 573 mg per day.

Sample contextualized learning activities (for homework, quizzes, classwork, etc.) illustrating the core skills/concepts based on scenario with answers based on the scenario

Making beds problem
Watch video of how to make an occupied bed and ask students to come up with a realistic time of how long it takes: http://www.youtube.com/watch?v=8tcj4BbmFmE

Discuss.
Have a discussion about how to come up with the time needed to accomplish daily tasks. Ask people to share what their methods are. Then, have them apply their logic to daily nursing calculations.

Practice
Have students practice measuring each other's arms with blood pressure cuffs and making the necessary conversions.

Application
Have students plan how much they can do of a repetitive task in a given amount of time (ex. Washing cars, washing dishes, etc.)

Personal & Professional Development
Summer 2014

COURSE INFORMATION:

Time:	MTWTR: 9:00 AM – 11:40 AM
Room:	105

INSTRUCTOR INFORMATION:

Name:	Office:	RM 411
Office Telephone:	Email Address:	

TEXT/MATERIALS/SUPPLIES:
- Anderson and Bolt, Professionalism Skills for Workplace Success, Pearson Education, Inc., 2013; ISBN: 978-0-13-262466-4.
- Internet Access

COURSE DESCRIPTION:
This course emphasizes an awareness of interpersonal skills essential for job success.

STUDENT LEARNING OBJECTIVES/ COURSE GOALS:
1. Develop skills for personal and professional development.
   a. Describe the benefits of professional affiliations and certification programs.
   b. Develop a plan for personal, educational, and professional growth.
   c. Interpret ethical and legal responsibilities of office personnel.
2. Demonstrate essential skills for the employment process.
   a. Identify techniques to build a positive self-image.
   b. Project a professional image by applying the basics of good health practices, personal grooming, and selecting a proper wardrobe.
   c. Research sources for locating job opportunities.
   d. Explore effective employment skills.
3. Demonstrate interpersonal skills that affect personal and professional development.
   a. Discuss principles of effective time, stress, and money management.
   b. Demonstrate business etiquette skills in professional situations.
   c. Apply problem-solving and conflict-resolution skills to given case studies.
   d. Analyze case studies to demonstrate self-motivation, self-management, ethical business practices, a positive attitude, and problem-solving skills.
   e. Demonstrate appropriate verbal and nonverbal communication and listening skills that demonstrate sensitivity to diverse populations, including people from various cultural backgrounds and those with special needs.

STUDENT LEARNING OBJECTIVES FOR BASIC SKILLS INTEGRATION:
2. The students will demonstrate an ability to:
   H. Construct developed paragraphs
   I. Use appropriate capitalization
   J. Use appropriate punctuation
   K. Proofread documents for grammatical and contextual error
   L. Construct sentences using correct formation

EVALUATION:	GRADE DETERMINATION:	
Grading Scale:	Discussions	5%
A (90-100)	Assignments	15%
B (80-89)	Quizzes	20%
C (70-79)	Midterm Exam	25%
D (60-69)	Comprehensive Final	35%

INSTRUCTIONAL METHODS:
This course will be presented through PowerPoint presentations, videos, discussion forums, chapter text, chapter review questions, chapter quizzes, and internet searches.

ATTENDANCE POLICY:
Class attendance is regarded as an obligation as well as a privilege. All students will be expected to follow the school policies dealing with absences, withdrawal from class, and withdrawal from school.

Students missing a class more than six (6) times on MWF or more than four (4) times T/TH during a semester will cut out of the class due to excessive absences. A grade of F will be recorded on the student's transcript if the student cuts out of class.

After a student cuts out of a class, he/she cannot be readmitted to that class without permission from the instructor. A request for a hearing with the instructor must be made one (1) day after the student has been informed by the instructor that he/she has been dropped from the class. Re-admission to class will be determined based on reasonable evidence presented to the instructor. Therefore, students requesting a hearing should be prepared to show proof to support their argument for excessive absences (**original** doctor's excuses, etc.). Documentation is subject to verification by the instructor.

Note: Documentation for an absence allows a student to make up missed tests/exams only. Documentation for excused absences does not prevent a student from being cut out of the class due to excessive absences.

ACADEMIC HONESTY
The faculty and administration of Community College recognize the necessity of encouraging procedures which assure to the extent possible an academic environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. Academic dishonesty includes: cheating or helping another student cheat; plagiarism; unauthorized possession of exams; and unauthorized changing of grades. Any student caught cheating (including but not limited to using notes during the test, changing your timed writing results, using someone else's work as your own, etc.) will receive 0 points for that test or assignment and may face additional disciplinary action. This may include receiving an "F" in the course and sending the proper documentation to the Vice President of General Education for further disciplinary action.

APPENDIX E

CODEBOOK

TERM	OPERATIONAL DEFINITION
accel vs integ	perception that it was possible to integrate two subject areas, but that it did not necessarily accelerate a student's progress, particularly in courses that culminated in an industry based certification
attitude	perception that personal attitude of positivity, enthusiasm, persistence, commitment to a worthwhile project is critical to successful implementation
authenticity	perception that instruction is more effective when students perceive one or both of the instructors to be "real", approachable, available, relatable
cert exam	concern that integrated instruction does not prevent them fully covering the curriculum necessary for certification preparation, program accreditation
competing campus	campus efforts occurring simultaneously with integrated instruction effort, but seeming to conflict, either because of varying funding sources, varying hiring agencies, or varying performance metrics
competing system	state or system efforts occurring simultaneously with integrated instruction effort, that seem to conflict, either because of varying funding sources, varying hiring agencies, or varying performance metrics
conf admin	perception that integrated instruction was successful because they knew, trusted, and had confidence in their top levels of administration
conf content	perception that integrated instruction was successful because the subject matter they taught was critical and was recognized by students as such
conf co-teacher	perception that integrated instruction was successful because they knew, trusted, and had confidence in their paired co-teacher
conf model	perception that integrated instruction was successful because of the instructional model which was selected
conf supervisor	perception that integrated instruction was successful because they knew, trusted, and had confidence in the supervisor who promoted the model
cross comm	perception that communication on multiple levels of authority and across multiple functional areas is important for successful implementation and sustainability
disconnect CTE acad	perception that CTE instructors and academic instructors were not aware of one another's needs; that CTE instructors and academic instructors did not share equal enthusiasm for project outcomes; that one party felt outcomes were the responsibility of the other
disconnect leaders	perception that CEOs or second tier administrators did not provide adequate resources, time, or influence to make project successful, or were not aware of demands on time and resources to successfully implement
disconnect teachers	perception that one or both co-teachers did not freely share curricular information, make time to plan instructional delivery, or otherwise place value on the implementation

employability	concern that, beyond any particular project metrics, integrated instruction should ensure students are adequately prepared for well-paying jobs
employee	interviewee is employed by an institution at which an implementation took place
external employee	interviewee was not employed by the institution at which the implementation took place i.e. public workforce agency or community organization
flex p&p	perception that successful implementation is more likely if instructors/departments have latitude to adjust/waive certain policies/procedures if it could benefit students, encourage completion, without compromising educational standards
flex model	perception that successful implementation is more likely if instructors/departments have latitude to switch instructional approach, % of integration, as indicated by needs of students, to encourage completion, without compromising educational standards
flex personal	perception that successful implementation is more likely if instructors/departments adjust expectations and monitor reactions as it relates to timelines, schedules, team teacher pairings, course sequences, hours worked, % of integration, instructional approach
improve campus	perception that the campus has benefited in some way for having participated in the integration instruction project
improve program	perception that program/department has benefited in some way for having participated in the integration instruction project
improve self	perception that instructor is a better teacher, more highly skilled, has benefited in some way for having participated in the integration instruction project
influence students	perception that having long-term influence with students is more desirable for instructor than having short-term authority over them; that students are more likely to persist and complete for instructors that have influence with them, rather than only authority over them
influence superiors	perception that instructors are more likely to cooperate, collaborate, communicate with supervisors who have influence with them. More desirable than supervising only through lines of authority/org chart functions
internal politics	dynamics unique to the institution at play among divisions/programs that may conflict with, hinder, or stall an implementation; the conflict may be unintended or intentional, and may have to do with the institution's need/capacity to generate revenue, graduate completers, or lock in partnerships with business and industry.
job satisfaction	interviewee's level of enjoyment, reward, satisfaction with employment at institution is improved since
learning curve personal	an event or series of events that result in an instructor's improvement of his/her instructional skills, confidence in trying new methods, academic knowledge, demonstration of interpersonal skills, or capacity to work cooperatively with others.
learning curve students	an event or series of events that result in a student's improvement, either academically, personally, socially, intellectually, or financially.
lingo	perception that the terms "integrated instruction", "IBEST", "AO", "contextualization", and "wraparound support services", are terms understand by organizations providing the professional development, and maybe by campus project planners, but are not commonly

understood by instructors, students, or their advisors; important to define and use consistent language with students and advisors

local situation	the culture or situation on a local campus is unique to that region/community; perhaps needs to be considered by the project team, external partners, separately from and as having impact on expected project outcomes
mismatch	perception that the project was designed to achieve outcomes that are at odds with something else the campus, department, course is already committed to achieve; that accomplishing one goal will detract, hamper, or inhibit accomplishing another goal
modeling	perception that one faculty role in integrated instruction is to model appropriate classroom and out-of-classroom behavior in preparation for graduation, the workplace, or community life
motive campus	instructor participates in project in order to promote campus success, irrespective of particular model implemented
motive external	instructor participates in project in order to meet performance metrics of federal, state or local agencies, governing boards; in order to maximize limited fiscal resources
motive give	instructor participates in project in order to fulfill personal wish to give back to society, to "pay it forward" in the next generation, or simply to help others, irrespective of particular model implemented
motive inspire	instructor participates in project in order to inspire, encourage, elevate student outcomes, either personal, academic, or professional; to help students achieve more than they think they can
motive model	instructor participates in project in order to ensure success of, or belief in, particular model implemented
motive reward	instructor participates in project in order to receive monetary stipend, faculty release time, comp time, public recognition, certificate
mutual respect	perception that integrated instruction was successful because each co-teacher acknowledged/respected the expertise of the other, valued the other's craft, was sensitive to the other's territory
ownership	perception that instructor belongs to the project, is valued for contributions of time, effort; has opportunity to contribute substantively, can affect outcome, will have opportunity to tweak, improve in subsequent semesters
partic required	interviewee was "voluntold" to participate in integrated instructional project; perhaps was invited, strongly encouraged, or expected to participate in project
partic voluntary	interviewee was given opportunity to participate, but could discontinue participate in any subsequent semester
personal value	a belief, moral opinion, or deeply held conviction about how an instructor approaches teaching, working with students, or treatment of others
placement	concern that integrated instruction should ensure students are correctly placed into dev ed/content pairings
planning delivery	time spent by the paired instructors, determining roles, integrating student learning outcomes, and preparing to present the material in a team teaching situation
planning, bottom up	the decisions about whether to pilot an innovative strategy and, if so, how to roll it out, when to roll it out, and who to include, are made by the instructors who will implement the pilot; consultation is held with

	the instructors' supervisors to ensure approval, and maintain lines of communication, but the selection of the focus, the personnel, the timeline, and choice of instructional materials is the prerogative of the instructors.
planning, direct	instructors are invited and welcomed to be a part of the planned innovation before decisions are made, a project is planned, or a grant is written to fund the proposed project; they are included the preparation before the implementation, assessment/redirect during the implementation, and evaluation following the project.
planning, indirect	instructors are invited to be a part of the planned innovation after most of the decisions are made, the project is planned, or the proposal has been submitted to fund the proposed project; they are included in the actual classroom instruction during the implementation, but not in the assessment/redirect during the implementation, or the evaluation /redesign for future iterations, following the project.
planning, top down	time spent by administrators and management-level deans and program directors, deciding whether to pilot an innovative strategy and, if so, how to roll it out, when to roll it out, who to include
prev exp	instructor has previously participated in some form of integrated instruction, possibly through the private sector, Welfare to Work, TechPrep, or other historical initiatives
pride product	instructor's motivation to participate connected to sense of pride in his/her program, department; proud of a reputation for excellence
priority inst 1st	an instructor's motivation to participate and succeed is primarily due to a sense of obligation to support the institution, and secondarily because of their sense of obligation to the students personally
priority students 1st	an instructor's motivation to participate and succeed is primarily due to a sense of obligation to the students personally, and secondarily, to their sense of obligation to the institution
priority stud above self	an instructor's motivation to participate is solely for the benefit of students to succeed, whether or not the project, program, division, or campus is benefited, and whether it is convenient for him/her personally
product	concern that, beyond any particular project metrics, integrated instruction should ensure college produces a well-rounded graduate
profdev before	technical assistance with understanding what integrated instruction or contextualization is all about, what the commitment entails, and what it will look like in implementation; provided well ahead of rollout of project
profdev late	technical assistance about integrated instruction or contextualization, what the commitment entails, and what it will look like in implementation was made available to the instructors only after the implementation had rolled out, and/or was not continued throughout the implementation phase as new personnel came on board.
profdev method	technical assistance about integrated instruction or contextualization models offered through online training modules or in person through workshops
profdev N/A	technical assistance about integrated instruction or contextualization, what the commitment entails, and what it will look like in implementation was either not made available to the instructors, or the training was not accessible to the instructors

profdev ok	technical assistance about integrated instruction or contextualization, what the commitment entails, and what it will look like in implementation was minimally useful; instructors were unclear on why and the what of the model
profdev useful	technical assistance about integrated instruction or contextualization, what the commitment entails, and what it will look like in implementation was extraordinarily beneficial to a successful rollout; instructors understood the why and the what of the model
project objectives	perception that a primary concern of instructors is to ensure the project metrics are met; the deliverables and outcomes are achieved
resources, alignment	proactively and intentionally seeking ways to use existing resources and special funding streams to benefit multiple programs, not only the special project at hand
retired	interviewee was previously employed by the institution at which the implementation took place
role redefined	instructor's contribution to the contextualized or integrated model was changed, redefined, minimized, or expanded in some way; sometimes resulted in uncertainty, mistrust, confusion, or sometimes in increased morale, greater sense of ownership, purpose
self struggle	instructor has already experienced struggles, challenges similar to or exactly like the students' current struggles, challenges; instructor identifies with/relates to students' frustration, lack of confidence, weariness; understands need to endure, press on, learn to encourage self
share sustain	perception that successful implementation is more likely when responsibilities/ownership for integrated instructional projects are distributed across departments, at various levels of authority, over multiple semesters; ensures that no one person is responsible for the success and sustaining; employee turnover is not a threat to progress
student plight	recognition of, and empathy for students' home situation, personal needs external to classroom experience, that impact his academic performance
teachability	instructors welcomed the opportunity to improve his/her own teaching skills, learn/value the expertise of co-teacher; attitude that there is always more to learn
instr effect	perception that integrated instruction was successful because the instructor himself/herself was influential, persuasive, developed relationships, related to students; more so than the model, subject matter, supervisory leadership, or administration's support
team comm	perception that communication, collaboration, and cooperation are critical among the personnel on the project team, working on a particular integrated initiative
threat	success of integrated instruction project posed threat to another department; possibly usurping authority, infringing on student counts, jeopardizing instructor positions, or accessing limited funding.
get to know	perception that instructors get better results from students when they get to know them, spend time learning about them personally, invest in them beyond just academically
trust admin instr	perception that implementation is more likely to be successful when instructors and administrators share a mutual trust in one another

trust co-instr	perception that implementation is more likely to be successful when students feel they can trust their instructors to be fair, approachable, keep confidences
trust student instr	perception that implementation is more likely to be successful when team teaching instructors share a mutual trust in one another, honor one another's expertise, are sensitive to their roles before, during, and after the implementation
veteran instr	perception that implementation is more likely to be successful when instructors has taught for a number of years, is thoroughly familiar with their content, and can "read" a classroom for student comprehension
working blind	perception that successful implementation of integrated instruction requires open disclosure of project outcomes, team expectations, performance metrics, project timelines, student diagnostics and course placements, professional development opportunities, interim project outcomes, and any consequences/rewards for project performance.

APPENDIX F

FIRST CYCLE CODING SCHEME

Coding phrase	Iris	William	John	Pam	Deb	Cathy	LeAnn	Cindy	Bertha	Teresa	Adam	Meagan	Paul	TOTAL
enhanced job satisfaction	1	1	1	1	1	2	1	1	1	1	1	1	1	14
communicate, collaborate w/in project team	1		1	1	1	1	1		1	1	2	1	1	12
integrated/contextual as external language only		1	1	1	1		1	1	1	1	2	1	1	12
motivation, to inspire, encourage	2	1		1		1	1	1	1	1	1	1	1	12
personal learning curve	1		1	1	1	1	1	1	2	1	1	1	1	13
employee of institution	1	1	1	1			1	1		1	1	1	1	10
flexibility, instructional models	1		1	2	1	1			1	1	1	1	1	11
improved instructional skills	1		1	1		1	1	1	1	1	1	1		10
planning, top down	1		1			1	1	2	1	1	1	1	1	11
teacher effect, not particular model			1		1	1	1	1	1	1	1	3	1	12
trust between instructor and instructor	1			1	1	1		1	1	1	1	1	1	10
concern for end product, well prepared graduate		2	1		1	1	1		1	1	1	1	1	11
flexibility, interpersonal	1		1	1	1	1	3		1	1	1	1		12
planning, indirect involvement	1					1	1	1	1	1	1	1	1	9
teachability of instructors, willingness to learn	1				1	1	1	1	1	1	1	1	1	10
time, important for getting to know another	1				1	1	1	1	1	1	1	1		9
trust between student and instructor	1		1	1		1	1	1	1		1	1	1	10
mutual respect for others expertise	1			1		1	1	1	1	1	1	1		9
participation voluntary	1	1		1			1	1	1	1		1	1	9
personal growth for students			1	1	1	1	1	1	1	1		1		9
priority students 1st, program/institution 2nd	1	1	1	1			1	1		1		1		8
student oriented, important to be			1	1	1	1	1	1	1	1		1		9
concern for employability of students		1	1		1		1		1	1	1		1	8
flexibility, to redirect when needs change			1		1	1	1			1	1	1	1	8
personal value	1		1			1	1	1	1	1	1			8
communicate, collaborate cross campus important	1	1	1		1	1					1	1		7

concern for passing end of course cert exam			1		1				1		1	1	1		6
confidence in co teachers				1		1	1		1	1	1	1			7
disconnect from upper administration		1	1	1	1	1						1	1		7
enthusiasm, positive attitude important	1		1			1	1		1	1				1	7
planning delivery of content important	1				1		1	1	1	1		1			7
priority students above self comfort or ease	1		1			1			1	1	1			1	7
recognition of campus situation / uniqueness			1		1	1			1			1	1		6
trust between admin and instructor		1	1		1	1			1			1	1		7
concern for plight of all students						1	1		1	1	1			1	6
insufficient info on model, timeline						1	1		1	1			1		5
motivation self struggle, identifies with student						1	1	1	1	1	1				6
professional development in person, not online						1	1	1	1	1	1				6
relationships, importance with students	1			1		1			1		1			1	6
role in classroom redefined, uncertain						1	1	1	1				1		5
accelerate or integrate, but not necessarily both			1						1		1	1			4
confidence in importance of content		1	1		1							1	1		5
confidence in supervisors				1			1	1	1	1					5
needed support from administration		1	1		1	1							1		5
participation required			1		1	1					1				4
professional development N/A	1	1	1	1										1	5
veteran teaching experience important			1		1	1					1				4
competing funding sources, metrics		1			1	1					1				4
confidence in integrated model		1				1					1		1		4
confidence in upper administration							1	1	1	1					4
disconnect between CTE and academics		1			1	1					1				4
flexibility, campus processes and policies					1	1			1		1				4
influence vs authority						1					1	1		1	4

														Total
institutionalize, distribute duties to multiple areas					1		1			1	1			4
mismatch of content with model		1			1						1			3
modeling appropriate behavior	1					1			1					3
motivation, external perf metrics, fiscal constraints				1	1	1							1	4
motivation to give back, help others						1	1	1		1				4
ownership of process important		1			1					1	1			4
politics internal to campus/system					1	1				1	1			4
reward - pride in work product	1		1		1				1					4
authenticity important					1					1		1		3
competing initiatives				1	1					1				3
concern for correct course placement					1				1	1				3
disconnect between team teachers			1					1			1			3
motivation to promote program/institution		1	1		1									3
planning, direct involvement			1	1	1									3
planning, bottom up		1		1	1									3
professional development too late, not enough										1	1			2
threatened campus department					1					1				2
employee of agency external to institution					1			1						2
employee, now retired				1	1									2
motivation to support project/grant					1			1						2
needed support from co teachers			1								1			2
previous experience w/ integrated or context				1	1									2
working blind, insufficient guidance, info											1			1
professional development before implementation				1										1
resources, alignment for greatest ROI				1										1
meeting project objectives important														0
motivation, stipend, release time, recognition														0

priority institution 1st, program, 2nd, students 3rd																0
professional development great, helpful																0
professional development just ok																0
▓▓▓▓▓▓▓▓▓▓▓▓▓▓																
"they don't have all their life ahead of them; they just get windows"												1				
" they could do more than they realized"			1													
"they get to see a direct application of things they are learning in a real world object"	1															1
"we stay excited because we see their excitement over and over"	1															1
"my program has been #1 in the state for eight of the last 11 years. I'm proud of my program. I want to see students succeed"	1															1
"we work with every needle and thread we have out here to help them get what they need"															1	1
"we determined we would do it together, we would show them WHY they needed to know this stuff"															1	1
"this is my purpose. I'm supposed to be here to help these folks. "															1	1
"We could do better if we understand where the people's minds are, what their lives are like"												1				1
"You can have an awesome plan, and an awesome instructor, but if there's turmoil at your campus, that'll bomb an otherwise great situation"												1				1
"there's never any penalty for trying something new for the benefit of the students"												1				1
"it was key to let instructors change it, have a piece they												1				1

were vested in felt ownership for"																
"They trusted me to do what I know how to do"											*1*					*1*
"they didn't get how easy it was for our students to just give up and drop out"											*1*					*1*
"you can't have thin skin"											*1*					*1*
"they know if you care about them"											*1*					*1*
"we helped them see they could do something, be somebody"											*1*					*1*
"student problems don't happen during class. When they need help, they need it right then"													*1*			*1*
"these students need somebody to believe in them and push them."																*0*
"it works for students. That's why I keep doing it."											*1*					*1*
"they were confident in their own teaching skills"																*0*
"can't be worried about putting in extra time"																*0*
"If you're both working for the students, you'll change things to make it work. If you're doing it for yourself, it probably won't happen"																*0*
"we had three entities in there who were treading new water"						*1*										*1*
"he made me a better teacher"						*1*										*1*
"my major audience was always the students"						*1*										*1*
"we had a rich exchange of ideas. That's why it worked"						*1*										*1*
"admit your degree of ignorance, respect the other person's expertise...it just comes out great for the student - that's what it's all about"						*1*										*1*
"There's still going to be plenty of work for all of us"						*1*										*1*
"Let's do this for these students"								*1*								*1*

"we showed how one subject mattered in other situations"							1							1
""I was so overwhelmed at what they didn't know"							1							1
"I did it because I saw a lot of benefit for students"							1							1
"Give your team time to get training, to know each other, learn each other's ways"							1				1	1		3
"You can only order us to do so much"							1							1
In that area, I became the student											1			1
We didn't choose a particular model. We did it by the needs of the students								1						1
Winning trickles up. When they win, we win.							1							1
"a threat to the profiting potential of the dev ed department"											1			1
"pay attention to what's going on at that campus"							1							1
"this is not a program where you can just count people"										1				1
"need to expect that it may have an impact on your dev ed program"							1							1
"that's my proof of success - people got something positive out of my working with them."														0
"they don't stop you in the grocery store to thank you because you made your numbers"							1							1
"I took as many notes as the students did to have a grasp on the content"													1	1
"Planning is the #1 key to success"													1	1
"mismatch between what they needed and what we planned to do"													1	1
Consult instructors earlier, deeper, really use their ideas.													1	1

"I display my GED and other credentials not to intimidate, but to inspire"												1				1
"I've been on food stamps. I know their struggles because I struggled."										1						1
"We already have an attitude here of "sure, we can do this if it benefits students"							1									1
"I know what it means to get a second chance"							1									1
"Goal is to put feet on science theory"					1											1
"When the report card for our state changed it was all about the degree"					1											1
"We knew we weren't going to get any more personnel"					1											1
"I like being #1, having a 100% passage rate on our certification"		1														1
"I like making my administration happy, but I'm doing it for the students, always"		1														1
																52

APPENDIX G

SECOND CYCLE CODING SCHEME

"Experiences of faculty members who implement" umbrella category for three subcategories below		
CAMPUS CLIMATE (CC): campus practices contributing or inhibiting		
GUARDRAILS to put in place = G HAZARDS to avoid = H UNINTENDED consequences = U		
CC:H	professional development in person, not online	6
CC:H	competing funding sources, metrics	3
CC:H	competing initiatives	3
CC:G	communicate, collaborate w/in project team	12
CC:G	flexibility, instructional models	11
CC:G	flexibility, to redirect when needs change	8
CC:G	communicate, collaborate cross campus	6
CC:G	flexibility, campus processes and policies	5
CC:G	institutionalize, distribute multiple areas	4
CC:G	ownership of process important	3
CC:G	resources, alignment for greatest ROI	1
CC:U	recognition of campus situation / uniqueness	8
CC:U	accelerate or integrate, not both	6
CC:U	mismatch of content with model	4
CC:U	threatened campus department	3
Category Total		83
PERSONNEL/PERFORMANCE: benefits and challenges for the student, the institution, themselves		
MOTIVATION = M BENEFITS = B CHALLENGES = C REALIZATIONS = R		
PP:R	personal learning curve	12
PP:R	teacher effect, not particular model	11
PP:R	flexibility, interpersonal	10
PP:R	teachability of instructors, willingness to learn	10
PP:R	time, important for getting to know another	10
PP:R	mutual respect for others expertise	9
PP:R	personal value	8
PP:R	veteran teaching experience important	5
PP:R	influence vs authority	4
PP:M	motivation, to inspire, encourage	11
PP:M	concern end product, well prepared graduate	9
PP:M	participation voluntary	8
PP:M	priority students 1st, program/institution 2nd	8
PP:M	student oriented, important to be	9
PP:M	priority students above self comfort or ease	7
PP:M	concern for plight of all students	7
PP:M	motivation self struggle, identifies with student	7
PP:M	relationships, importance with students	7
PP:M	modeling appropriate behavior	4
PP:M	motivation, external perf metrics, fiscal	4
PP:M	motivation to give back, help others	4
PP:M	reward - pride in work product	5
PP:M	motivation to promote program/institution	3
PP:M	motivation to support project/grant	2
PP:M	priority institution 1st	0
PP:C	trust between instructor and instructor	11
PP:C	trust between student and instructor	10
PP:C	enthusiasm, positive attitude important	7
PP:C	planning delivery of content important	7
PP:C	trust between admin and instructor	6
PP:C	needed support from administration	5
PP:C	participation required	5

PP:C	authenticity important	5
PP:C	concern for correct course placement	3
PP:C	needed support from co teachers	3
PP:C	working blind, insufficient guidance, info	2
PP:C	concern for passing end of course cert exam	7
PP:B	enhanced job satisfaction	12
PP:B	improved instructional skills	11
PP:B	personal growth for students	9
PP:B	concern for employability of students	7
Category Total		284
ACADEMIC/INSTRUCTIONAL (AI): characterizing models (plan, implement, refine, sustain)		
PLANNING = P IMPLEMENTING = I REDEFINING = R SUSTAINING = S		
AI:I	integrated/contextual external lang	12
AI:I	confidence in co teachers	7
AI:I	disconnect from upper administration	6
AI:I	insufficient info on model, timeline	7
AI:I	confidence in importance of content	5
AI:I	confidence in integrated model	3
AI:I	disconnect between team teachers	3
AI:I	prof dev too late, not enough	3
AI:I	prev exp w/ integrated or context	2
AI:I	prof dev before implementation	3
AI:I/R	professional development great, helpful	0
AI:I/R	professional development just ok	0
AI:I/R/S	role in classroom redefined, uncertain	7
AI:I/R/S	confidence in supervisors	5
AI:I/R/S	professional development N/A	4
AI:P	planning, top down	11
AI:P	planning, indirect involvement	10
AI:P	planning, direct involvement	3
AI:P	planning, bottom up	2
AI:P/S	disconnect between CTE and academics	4
AI:S	confidence in upper administration	4
AI:S	politics internal to campus/system	4
AI;I/R	meeting project objectives important	0
Category Total		105
Grand Total		472

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VITA

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Lisa Wheeler currently serves as the Director of Institutional Research and External Funding at Bossier Parish Community College in Bossier City, LA. She is responsible for aligning the campus' pursuit of external funds with the campus strategic plan, for developing grant proposals to local, state, and federal funding agencies, and for the fiscal management of the funds once awarded. She supervises the strategic planning and assessment activities, facilitates the collection, analysis, and reporting of institutional data to state and federal entities, and coordinates the development of the integrated data platform which federates multiple business intelligence data streams on campus.

Ms. Wheeler has previously served the College as the Director of Workforce Development and Incumbent Worker Training. In that position, she collaborated with business and industry employers to develop customized workforce training through the Louisiana Department of Labor. She also wrote proposals for incumbent worker training grants and supervised the Incumbent Worker Training Program.

While at the College Ms. Wheeler has served on the BPCC Staff Senate, the BPCC Educational Technology Committee, and has been a member of the National Council on Adult Basic Education, International Association of Institutional Research, and National Council for Resource Development. She serves on the Education and Workforce Development Task Force of the K-20 Step Forward Community Initiative in northwest Louisiana, and volunteers with Community Renewal International in the Shreveport area.

Ms. Wheeler holds a Master's Degree in Adult and Continuing Education from

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Recent professional presentations include:

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Portland, OR, October 2015

Catalytic Analytics
Civitas Learning Summit
Austin, TX, September 2015

Sustainability: Finishing Strong for Student Success
Gulf Coast Information Technology Consortium Institute
Proposal Accepted, New Orleans, LA, September 2015

Lessons Learned: Tracking Evaluation Outcomes Data
Jobs for the Future, Bridging the Gap Conference
New Orleans, LA, February 2015

Data to Plan and Guide Student Support Services
Gulf Coast Information Technology Consortium Convening
Atlanta, GA, October 2014

Strategic Planning, Assessment, & Team Building with Emergenetics
New Bern Community College
New Bern, NC, April 2014

Using Emergenetics to Support Student Success
Louisiana Community and Technical College Conference
Baton Rouge, LA, March 2014

Emergenetics Principles on Community College Campuses
Emergenetics International Annual Conference
New York City, NY, October 2013

Supporting Grant-Funded Team Teaching Initiatives
National Council on Workforce Education
Milwaukee, WI, October 2013

Foundational Training Leading to IT Career Pathways
Gulf Coast Information Technology Consortium Convening
Jackson, MS, November 2012

Grantwriting that Supports Campus Strategies
Louisiana Community and Technical College Conference
Baton Rouge, LA, March 2011

Toward Student Success - Lumina Foundation
National Institute for Staff & Organizational Development
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