

Exploring Community College Instructors'  
Intentions to Use Reading Strategies in Their Classrooms

by

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## ABSTRACT

This dissertation investigates the impact of a pedagogical class and a Community of Practice (CoP) on the implementation of reading strategies by faculty at a community college. It explores the types of reading strategies instructors plan to use, their integration into classroom practices, the factors enabling or impeding this implementation, and the influence of attitudes, social norms, and perceived behavioral control on their intentions to use these strategies. The study employs a mixed-methods research design, incorporating both qualitative and quantitative data collection and analysis methods. The findings reveal that instructors intend to adopt various reading strategies, with the pedagogical class and CoP playing significant roles in their professional development and instructional practices. The research identifies enablers and barriers to implementing reading strategies, highlighting the importance of supportive institutional contexts, professional development opportunities, and reflective teaching practices. By examining the application of reading strategies in the context of community college instruction, this dissertation contributes to the broader understanding of effective teaching practices and faculty development in higher education.

## DEDICATION

I dedicate this dissertation to those I deeply love who accompanied me on this remarkable journey.

To my dad— Although you are no longer here, I know you are with me. I miss you. Achieving a doctorate, a promise I made to you in my childhood, is a milestone dedicated to your memory.

To my grandparents—Thank you for guiding me from above.

To my mom and Jay—I did it! Thank you for your love and constant encouragement. Your continual check-ins to acknowledge and celebrate each step of my progress have been invaluable. I especially appreciate all those meals we shared. Those times together kept me grounded and focused. Above all, thank you for believing in me. I could not have done this without you.

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What would Wenger say?

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## CHAPTER 1

### CONTEXT AND PURPOSE OF THE STUDY

Since their establishment over 120 years ago, community colleges have served as a cornerstone in the American higher education system, fulfilling a distinct and essential role in the educational landscape by catering to diverse educational needs and student demographics (O'Banion, 2019). These institutions offer varied academic paths, from certificate courses in fields like automotive technology to associate-degree programs in pilot technology, and they frequently offer classes in areas such as digital literacy, foreign languages, or financial planning. Thus, they function not only as centers of formal education but also as hubs for lifelong learning.

As of 2020, there were over 1,000 two-year community colleges in the United States, educating a diverse student body of more than 10.3 million students, of whom 60% were female. During the 2019-2020 academic year, community colleges conferred more than 865,000 associate degrees and nearly 600,000 certificates (American Association of Community Colleges, 2023).

Community colleges offer significant advantages over four-year institutions. Many will accept any student desiring enrollment (Mullin, 2017), and the average \$3,800 annual tuition presents a cost-effective alternative to the average tuition of \$10,740 charged by four-year public colleges (American Association of Community Colleges, 2023). Sixty percent of community colleges are located in rural areas, allowing them to offer educational opportunities to residents of remote regions (Eddy, 2007).

#### **Community College Students**

Community college students do not mirror their peers at traditional four-year colleges. Their time and resources are often severely constrained. The average age

of community college students is 27, with 62% of full-time and 72% of part-time students reporting that they are currently employed. So, it is not surprising that they cite work commitments, financial responsibilities, and familial obligations as their most pressing challenges (American Association of Community Colleges, 2023). Fifty-six percent receive financial aid, and 15% percent are single parents.

The students face other challenges, too. Some 29% are in the first generation of their families to attend college and therefore lack familiarity with the higher-education system (American Association of Community Colleges, 2023). Approximately 20% report having disabilities (American Association of Community Colleges, 2023). These challenges may be amplified for students living in rural areas where access to resources is limited (Birt, 2018).

Birt (2018) argues that community college students, particularly those from rural areas, often lack adequate preparation for college-level coursework. One particularly significant challenge they face is the need for developmental-education classes. Beaumont (2020) notes that almost two-thirds of community college students require supplementary reading, writing, and math instruction to meet college standards. As a result, colleges often enroll them in developmental-education classes, which are non-credit courses. These additional courses make the educational journey longer and increase the students' financial burdens. Further, research indicates that many students struggle in these developmental classes and never progress to gateway courses—those essential for graduation (Beaumont, 2020; Perin & Holschuh, 2019).

### **Community College Faculty**

Community college instructors and their university peers share common interests in creating a “culture of teaching excellence, advancing new teaching and learning initiatives, and responding to individual faculty needs” (Eddy, 2010, p. 20).

However, community college instructors fill a needed role in higher education that differs from that played by their university peers. According to Eddy (2007), community college instructors concentrate their professional efforts on instructional activities, whereas many university faculty must split their time between teaching and research commitments. Most rural community college instructors possess a master's degree, not a doctoral degree. Many community college educators spent their early years teaching in the K-12 world. It is not always a deliberate career path that leads faculty to community college instruction; instead, circumstantial opportunities often guide them into these roles (Eddy, 2010).

Community college instructors possess extensive discipline-based knowledge gained through schooling or industry experience. However, many faculty need formal teaching experiences or training in pedagogy (Beaumont, 2020). In teaching, content knowledge constitutes only part of the ability to deliver effective lessons. New instructors must not only share their expertise but also manage classroom dynamics and learn effective teaching methods. Further, students attending these institutions bring diverse backgrounds and varying readiness levels to the classroom. Some are high-school students enrolled through dual-enrollment programs, while others are adult learners or traditional college students (Beaumont, 2020; Eddy, 2007). Being at a community college in a rural area adds to these challenges. For instance, many rural faculty face having fewer resources, few peers within the same discipline, and unique student needs (Eddy, 2007).

With 89% of community college instructors reporting that teaching is their primary focus (National Center for Education Statistics, 2008), professional development aimed at teaching and learning becomes critical and must be foremost at community colleges. To adequately address the diverse needs of community college students, instructors should be highly trained in understanding the student,

the learning process, and effective pedagogy (Jensen, 2011). Professional development remains a crucial method to build teacher capacity. Ongoing learning leads to improved teaching and increased student learning. Witcher and Sasso (2024) argue that professional development is an impactful tool that promotes growth in higher-education institutions. Therefore, educational institutions should aim to advance quality teaching through effective professional development programs. Pedagogical training can take many forms, but it is most important that professional development be tailored to the institution's needs, faculty, and students and that it reflects their collective uniqueness.

### **Local Context**

Cochise College serves rural communities in southern Arizona and commuters from the Mexican border. The college has two primary campuses in Sierra Vista and Douglas and operates centers in downtown Sierra Vista, Benson, Willcox, and Fort Huachuca. Each year, Cochise College serves more than 10,800 students. Of these, 42.3% identify as male and 57.7% as female. The average class accommodates 12 students, and the faculty-student ratio stands at 1:17. The Hispanic/Latinx population accounts for 44.5% of the student body, qualifying Cochise College as a Hispanic-Serving Institution (HSI) (Cochise College, n.d.-a; Melito et al., 2022).

Cochise College's mission is to offer "inclusive and accessible educational opportunities that support social responsibility, community engagement, meaningful careers, and lifelong learning" (Cochise College, n.d.-a). The college employs approximately 145 full-time and 143 part-time instructional staff. Among these faculty members, 57% are female, and 43% are male (W. Lewis, personal communication, September 2, 2022). Additionally, 321 support staff work at the college (Melito et al., 2022). Cochise College provides education and training through various formats, including online, live-streaming, Hy-flex, and face-to-face. These

formats encompass degree and certificate-level programs, community education, skills upgrading, dual credit, and developmental education (Melito et al., 2022). On average, faculty members at Cochise College have 8.7 years of experience working at the institution (W. Lewis, personal communication, September 2, 2022).

At Cochise College, the Faculty Support Center is the central hub of professional development opportunities for instructors. This center employs an instructional designer, a curriculum-development manager, and a learning-management-systems administrator. Through its website and Moodle page, the center provides self-directed training, book clubs, and direct instruction opportunities (Cochise College, n.d.-b).

Like other community colleges, Cochise College has implemented reform efforts concerning developmental education. In 2017, Cochise College's English and Reading departments compared transfer rates of students enrolled in reading or English developmental courses to students not taking developmental courses. After analyzing six years of data, Cochise College found that students in developmental-education courses had a transfer rate of 15.4%, while their peers had a rate of 22.2%. Recognizing that the developmental education classes were not fully serving the students, Cochise College began researching different avenues to support students (Melito et al., 2022). One such avenue was a partnership with an external firm to recommend best practices concerning developmental education. Additionally, Cochise College explored other developmental education models in Arizona, reviewed the Accelerated Learning Program (ALP) scholarships, and sent representatives to Arizona Association for Developmental Education conferences. In 2018, Cochise College worked with Complete College America (CCA), a national organization whose initiatives focus on improving student retention, completion, and transfer rates. To

align with CCA frameworks, Cochise College reduced the number of courses in the developmental sequence (Melito et al., 2022).

Before 2017, Cochise College offered four levels of developmental reading courses, each with a maximum class size of 30. Faculty and administrators observed that students often languished in these courses, sometimes for up to two years, which hindered their progress toward completing a degree. In response, the college reduced the sequence from four classes to two and decreased the maximum class size to 18 (D. Cañez, personal communication, November 1, 2022). Additionally, the college investigated the Reading Apprenticeship (RA) approach, which is rooted in social-cognitive processes that aim to build students' academic identity, engagement, subject-area knowledge, and disciplinary literacy through metacognitive conversations (Schoenbach et al., 2012). Faculty from the Reading and English departments underwent training in RA through classes and conferences, employing a train-the-trainer model. The goal was to equip discipline-based teachers with reading strategies in their professional toolbox. This pedagogical knowledge aimed to mitigate potential issues arising from reduced developmental-reading classes.

### **Leadership Role**

The COVID-19 pandemic temporarily halted some of these initiatives, but the concept of RA, or integrating reading strategies into discipline-based instruction, persisted. The first cycle of this action-research study took place in the fall semester of 2021. During its initial weeks, the Dean of Liberal Arts and I formulated learning outcomes and designed the course "College Teaching." We structured an eight-week online course around Wiggins and McTighe's (2005) principles of backward design. I taught this course during the second half of the fall 2021 semester, with six Cochise College faculty members participating in the pilot.



Based on participant feedback, my teaching experiences, and research, I revised the course for the spring 2022 semester. While the learning outcomes remained the same, I changed the delivery methods. In this iteration, the course included three face-to-face classes, two conducted via Zoom and three held asynchronously. This diverse format allowed participants to experience all three instructional modalities as students. I adapted assignments and activities to suit each learning modality.

The third iteration of the course took place during the second half of the fall 2022 semester and resembled the previous versions. However, this class emphasized integrating reading strategies into the enrollees' content areas. Enrollees experimented with these strategies and subsequently reflected on their usage. Additionally, participants engaged in a weekly online forum to discuss how they had applied these strategies in their teaching.

### **Problem of Practice**

Each year, Cochise College employs approximately 25 new full-time and part-time faculty members (W. Lewis, personal communication, September 2, 2022). Like other community colleges, the college primarily hires these instructors for their subject-matter expertise and industry experience. As a result, many possess little familiarity with pedagogical strategies or theories of student development (Harmon, 2017). Lacking proper training, many of these teachers are likely to employ teaching styles modeled after their own educational experiences, often relying predominantly on lecture-based formats. To enhance teachers' praxis and skills in student engagement, Cochise College provides a course in pedagogical strategies. My problem of practice focused on the need for Cochise College faculty to understand and implement best practices in teaching and learning and incorporate reading strategies into their respective disciplines.

## **Research Purpose and Questions**

In the completed study, I examined which reading strategies, derived from a pedagogical class and concurrent community of practice (CoP), Cochise College faculty members intended to use or used in their subsequent teaching. Additionally, I explored their thinking regarding applying these strategies to their students. Further, I investigated the challenges these instructors identified in implementing new teaching practices. Finally, I analyzed the relation between an instructor's attitude, subjective norms, and perceived behavioral control.

RQ1) Following participation in a formal class in pedagogy and the Cochise Reading Strategies Collective (CRSC), which reading strategies focused on content area do instructors at Cochise College employ in their instructional settings?

RQ2) Following participation in a formal class in pedagogy and the CRSC, how are instructors at Cochise College integrating content-area reading strategies into their classroom practices?

RQ3) Following participation in a formal class in pedagogy and the CRSC, what do participating instructors at Cochise College identify as enabling factors and barriers influencing their application of learned pedagogical strategies?

RQ4) Following participation in a formal class in pedagogy and the CRSC, to what extent do the three key determinants of intention—attitudes, social norms, and perceived behavioral control—influence Cochise College instructors' utilization of content-area reading strategies in their teaching?

## **Conclusion**

Community colleges like Cochise College play a vital role in American higher education, addressing the needs of a diverse and often non-traditional student body.

These students, balancing employment, family responsibilities, and financial constraints, require educational strategies that are both flexible and supportive. Cochise College's significant rural and Hispanic student body emphasizes the need for tailored educational interventions. The faculty, who bring discipline-based knowledge but often lack formal pedagogical training, need professional development that aligns with the diverse learning needs of their students. In response, Cochise College has initiated reforms in developmental education and enhanced faculty pedagogy, particularly in integrating reading strategies.

This study focuses on how Cochise College explores the implementation of reading strategies in teaching and the factors influencing their application, offering insights into broader educational challenges and solutions in community colleges. It investigates how instructors integrate reading strategies in their teaching, the challenges they encounter, and the factors influencing their pedagogical decisions. The study aims to deepen understanding of effective teaching practices in community colleges.

## CHAPTER 2

### REVIEW OF LITERATURE

In the first chapter, I looked at how community colleges in the United States, such as Cochise College in southern Arizona, serve a vital role by offering diverse, cost-effective, and geographically accessible academic pathways to a uniquely challenging and non-traditional student demographic. While Cochise College has made strides in supporting teaching and learning, a notable gap in formal pedagogical training persists. My research sought to address this area by examining the impact of a formal pedagogy class and concurrent community of practice on faculty members' use and integration of reading strategies, the challenges they encounter, and the factors influencing their instructional choices. In this chapter, I examine the theory of planned behavior, communities of practice, and the field of professional development. I use these theoretical perspectives and studies to guide my action research. Specifically, I evaluate how these frameworks influence my colleagues' intentions to implement reading strategies in their content-area classrooms.

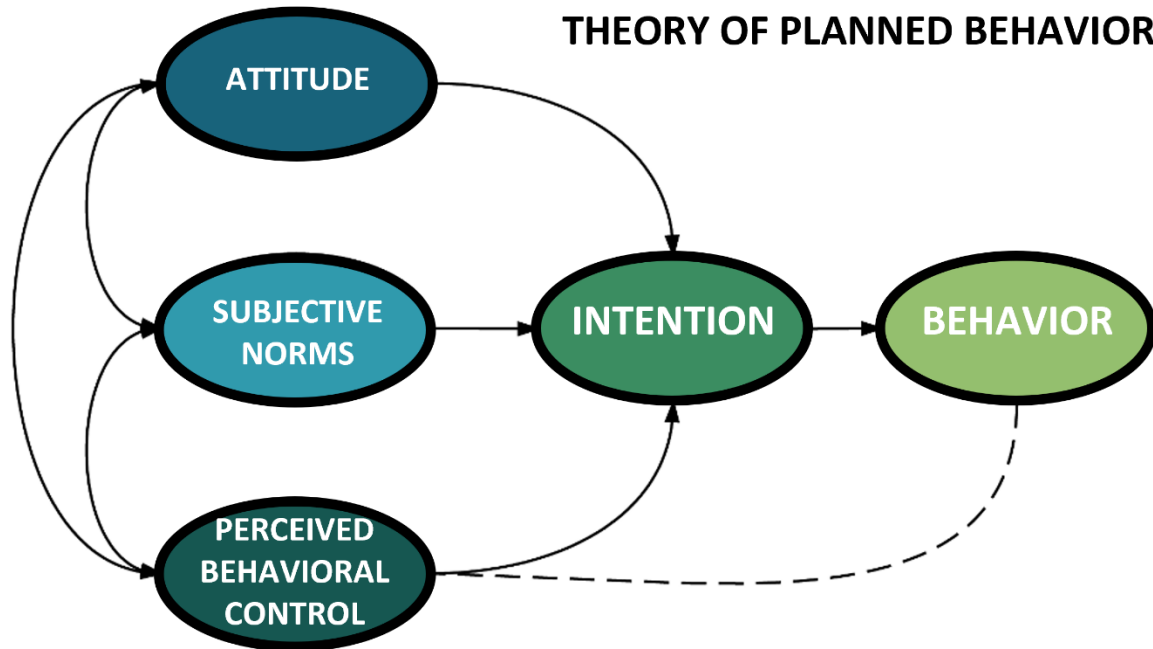
#### **The Theory of Planned Behavior**

Martin Fishbein and Icek Ajzen created the theory of reasoned action (TRA), which forms the basis for the theory of planned behavior (TPB). In the TRA, Fishbein and Ajzen argue that understanding individual attitudes and subjective social norms is essential for predicting behavior (Fishbein & Ajzen, 1975). Subsequent research indicated the importance of perceived behavior control as an additional component affecting behavior. To incorporate this finding, Ajzen added perceived behavior control as a third construct to the TRA, thus developing the TPB (Ajzen, 2020).

In alignment with the TRA, the TPB assumes that human beings tend to act rationally, carefully weighing the consequences of their actions. Moreover, TPB contends that individuals usually possess volitional control over their behavior. According to TPB, the primary determinant of any action is an individual's intention to engage in that particular behavior (Ajzen, 2005). The TPB postulates that behavior can be predicted based on an individual's intentions. These intentions derive from three key constructs: a person's attitude, subjective social norms, and perceived behavioral control. A person's attitude refers to the degree to which a person has a favorable or unfavorable view of the desired behavior. Subjective social norms refer to the influence other individuals, such as colleagues or leaders, have on a person's likelihood to perform the behavior. Perceived behavioral control refers to an individual's beliefs concerning the ease or difficulty of carrying out the behavior. By combining these factors, one can predict an individual's intentions, which serve as the principal predictors of behavior (Ajzen, 1991). Generally, the more positive the attitude, subjective social norms, and perceived behavioral control, the greater the likelihood that an individual will intend to engage in the behavior. The intention-behavior link is typically strong except when intentions shift before the behavior occurs, the intentions are mismeasured or flawed, or the behavior is not under volitional control (Ajzen, 2005). An overview of TPB and the relations among the constructs is depicted in Figure 1.

Figure 1

*The Theory of Planned Behavior*



Researchers have applied the TPB to predict behavior in such diverse areas as exercise, blood donation, energy conservation, utilization of public transportation, and enhancement of effective job-search behaviors (Ajzen, 2012). In the field of professional development in education, Dunn et al. (2018) employed the TPB to investigate teachers' willingness to implement the Common Core State Standards (CCSS). Two additional studies examined teachers' inclinations to incorporate web-based professional development into their work (Demir, 2010; Kao et al., 2018). A fourth study investigated whether the skills and knowledge gained in a microbiology seminar would translate to classroom use (Patterson, 2001). As far as I am aware, no studies have yet explored the application of the TPB in implementing reading strategies in the content areas within a community college classroom.

Applying the TPB aids in understanding the factors that influence adopting new pedagogical practices. In the context of implementing reading in the content-

area strategies at Cochise College, we define the elements of attitude, subjective social norms, and perceived behavioral control as follows. First, an attitude signifies a person's perspective on a desired behavior. Cochise College faculty's positive and negative attitudes toward teaching and learning, particularly concerning reading strategies, fall under this element. Next, subjective social norms describe the social pressures that individuals feel due to others' expectations and the value they place on these expectations. In this context, three key groups – students, colleagues, and administrators – hold varied expectations for classroom pedagogical practices. Finally, perceived behavioral control describes an individual's feelings about executing a specific behavior.

As Cochise College endeavors to teach its faculty new pedagogical skills, the question arises: Will the Cochise College Reading Collective equip individuals with the skills and practice they need to gain the self-efficacy required to implement reading in their classroom content-area strategies?

Alongside this dissertation study, Cochise College required some new faculty to take this pedagogical course. Additionally, any full-time or part-time faculty member could self-enroll. These different enrollment methods may have shaped the faculty's initial attitudes toward the course. Next, the researcher developed a CoP to support the enrollees. This CoP enhanced the participants' networking capabilities and offered them opportunities for collaboration with colleagues. Finally, throughout the course, the researcher taught enrollees several pedagogical strategies and allowed them to practice these methods. Through this hands-on experience and with support from the CoP, participants could improve their self-efficacy in teaching praxis.

## **Communities of Practice**

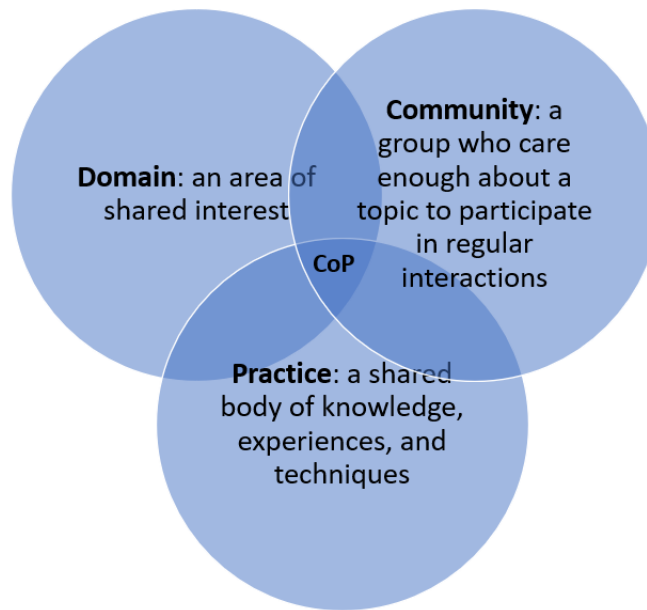
Communities of practice (CoPs) are groups of people who come together to engage in collective learning, improving their knowledge and resources. Wenger defines CoPs as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger et al., 2002, p. 4).

Three essential characteristics define a CoP: the domain, the community, and the practice. The domain establishes the group’s identity and separates it from other groups. Members share common interests and are committed to the domain. The community gathers individuals who share information and knowledge about their domain. It entails building so that members can learn from each other. Quality relations reinforce the community’s social cohesion (Wenger, 1998). CoPs develop their practice by participating in activities such as solving problems, seeking experience, discussing new developments, and increasing their confidence. Members become practitioners to advance the construction of their knowledge (Wenger-Trayner & Wenger-Trayner, 2015).



Figure 2

*Communities of Practice*



CoPs can occur face-to-face, online, or in blended environments and in informal and formal capacities. Some may consist of local constituents, while others may contain global participants. Human beings participate in many CoPs throughout their lives—sometimes as core members, other times on the periphery. These CoPs allow in-depth learning of a chosen subject (Batchelor, 2020; Wenger-Trayner & Wenger-Trayner, 2015).

Jean Lave and Etienne Wenger coined the term "CoP" while studying the apprenticeship model. The CoP is the community that forms around the apprentice, with each member contributing to the group and learning from the groups, resulting in a dynamic association. The concept of CoPs finds application in diverse settings such as businesses, government, professional life, and civic life (Wenger-Trayner & Wenger-Trayner, 2015). In education, CoPs exist at many levels. For instance, they are formed to train pre-service teachers or connect administrators who work in isolation. On a community college level, they can connect faculty members who

teach in rural areas, or they can be created around goals such as increasing student learning or selecting a new curriculum.

CoPs are inherently social. Research indicates that social interactions contribute to and shape learning experiences (Bandura & Walters, 1977). Regarding professional development for educators, forming a CoP can create opportunities for peer modeling and refining ideas. By participating in a CoP, educators become more likely to adopt pedagogical strategies learned and discussed within the group. Multiple perspectives and experiences collectively shape participants' paths as they navigate through various levels of mastery (Batchelor, 2020).

In this dissertation study, the CoP consisted of the domain of reading strategies, the community of participants from the "College Teaching" class, and the practice of implementing the reading strategies. The CoP structure helped the participants build their domain, and the focus on learning about and implementing new reading strategies separated the group from other professional development groups on campus. Relations, which developed during face-to-face and Zoom sessions, formed the basis for the community. Participants supported and strengthened this community by contributing to the conversations and learning from one another about reading strategies, which became the practice. They collaborated and shared their knowledge: which strategies they implemented, how they implemented them, and the enablers and barriers they encountered. The community supported this shared practice.

### **Research on Community College Faculty Professional Development**

Guskey (2002) defines professional development as "systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and the learning outcomes of students" (p. 381). Good professional development demonstrates the connections between instructional quality, student

outcomes, and institutional efficiency (Haras et al., 2017). In his literature review on community college faculty development, Murray (2001) cited six aspects needed for an effective professional development program. Such a program must foster professional development, reflect the college's mission, express appreciation for faculty participation, include faculty ownership and support from peers, and demonstrate that the administration values good teaching.

According to Bara Stolzenberg (2002), the reasons for engaging in professional development include meeting the needs of a more diverse student population, remaining current with technological advances, staying up to date within one's discipline, and avoiding faculty burnout/turnover. Another benefit is that professional development can retain good teachers (Grant & Keim, 2002; Robinson, 2011).

Professional development at community colleges exhibits unique characteristics. Faculty at community colleges come from diverse backgrounds and often require instructional preparation. Since these faculty did not plan on being teachers, professional development in teaching skills is necessary. This need is significant because research suggests that faculty participating in professional development aimed at teaching and learning transfer that knowledge to their classrooms (Beaumont, 2020; Cormier & Bickerstaff, 2020; Witcher & Sasso, 2024).

### **Summary of Prior Research Cycles Informing the Study**

At the beginning of this action-research project, I interviewed two deans at Cochise College. From them, I gained an understanding of Cochise College faculty. I also learned about the needs of the college and ways to help faculty improve their teaching.

Cochise College offers over 60 degrees and certificates. Dedicated faculty members who have earned certification in their discipline areas support these

programs. Within the Continuing and Technical Education (CTE) areas, certification requires at least 6,000 hours of verified work experience accompanied by an industry certification, license, or credential (Arizona Department of Education, 2021).

Additionally, Cochise College requires that faculty hold a college degree.

CTE instructors differ from other teachers in how they obtain their education. Their subject-matter expertise is gained through work experience rather than formal schooling. For many of these individuals, industry-specialization work takes precedence over formal education. This produces discipline-specific experts without formal degrees (O'Connor, 2020). When hiring a new CTE instructor, Cochise College prioritizes industry experience. To avoid missing out on an ideal candidate solely for lack of a formal degree, the college implements measures to help the new hire gain that degree while employed. Currently, some CTE instructors at Cochise College fit this profile. These instructors take general education and content-specific courses that lead toward a degree. Cochise College deans decided they could offer additional support to these hires by including a class in pedagogy. Since no class existed, the college chose to develop one.

Support for developing a new pedagogical class grew when a second situation was noted. In academic areas, teachers must hold an advanced degree to qualify for teaching. These teachers possess discipline-based knowledge and an advanced degree but need formal teacher training. They acquire teaching skills on the job. A dedicated pedagogy class could improve their teaching effectiveness.

In my subsequent research cycle, I investigated instructors' self-efficacy change following participation in a pedagogical class. As I progressed through the initial research cycles and related theories, it became clear that self-efficacy represented only a portion of what my innovation needed. I observed that participants' initial attitudes significantly shaped their views on the class. I had one

student whose attitude toward trying new pedagogical practices was negative and who did not see the benefits of using varied strategies in a classroom. Moreover, during the post-interviews with participants, they predominantly discussed the advantages of collaborating to share classroom questions and concerns. Their conversations also focused on strategies for aiding student comprehension of classroom assignments and ensuring students follow directions. These observations led me to explore new theoretical frameworks for guiding my research, including the TPB. The TPB not only accounted for the self-efficacy element in my action research but also incorporated subjective social norms and attitudes toward specific behaviors. This theory aligned well with my research through four scenarios. Regarding attitude, my coursework informed me that I could not directly influence the initial attitudes of the enrollees. Nonetheless, I believed that their engagement in practicing new reading strategies and achieving success could enhance their attitudes. In terms of self-efficacy, I posited that practicing these strategies would strengthen their skills and confidence in employing these pedagogical techniques. To tackle social norms, I incorporated a community of practice into the course, enabling collaboration and resource sharing. Finally, concerning intention, I contemplated whether the enrollees, if requiring more time to apply the reading strategies, would at least intend to use them. This theory effectively addresses the events that caught my attention initially.

In my initial action research rounds, I also discovered that the survey I used needed to provide more comprehensive data for my innovation. Specifically, the existing survey, focusing only on self-efficacy, did not fully capture the participants' experiences. It garnered broad information but missed the detailed, personal data my action research aimed to uncover. Additionally, while the survey provided data on self-efficacy, not all questions applied to my setting or were relevant to my research.

This realization led me to conclude that I would need to modify the survey, rephrase its questions, or develop a new instrument altogether.

### **Conclusion**

Faculty at Cochise College arrive at teaching through various paths. While they possess subject matter expertise, some may lack formal pedagogical training. My innovation focused on a pedagogical class emphasizing integrating reading strategies in discipline-specific areas. Previous research cycles enabled me to comprehend my problem of practice, identify issues and concerns related to my data collection, and tailor my innovation to address the needs of the participants more effectively. The Theory of Planned Behavior, studies on communities of practice, and research on professional development in community colleges have informed me of the factors contributing to faculty incorporating new reading strategies into their classes.

## CHAPTER 3

### METHOD

In this action research study, I aim to examine the influence of an intervention grounded in the Theory of Planned Behavior and communities of practice on new faculty members' utilization of reading-in-the-content-area strategies within their classrooms. I discuss the study's procedures and methods in Chapter 3. I provide an overview of action research and its context in this study. Then, I detail the study setting, participants, my role as a researcher, the intervention, data collection sources and considerations, the timeline, and the potential limitations of this action research study.

#### **Action Research**

German-American psychologist Kurt Lewin pioneered action research, a participatory, cyclical process educators use for continuous improvement. The steps involve actively identifying a problem and creating an innovation to address it. Next comes implementation, followed by data collection. Researchers then actively analyze the data using quantitative and qualitative methods. The practitioner reflects upon the data, adjusts the innovation as needed, or identifies new practice problems, and the iterative process continues (Mertler, 2020).

I found action research to be an appropriate method for my situated context because it helped me understand and address my problem of practice. For example, I directly identified the problem of practice. I led the innovation designed to confront the problem of practice—a pedagogy class emphasizing integrating reading strategies into content areas. Further, I collected and analyzed quantitative and qualitative data such as surveys, interviews, and student work. I actively adapted the innovation during various action research cycles to meet the student's needs. For example, I modified the delivery of the innovation from a purely online class to a

multi-modal class to better prepare the participants for their actual teaching situations. I also modified the data collection methods based on these findings. For example, I expanded the survey to include not just self-efficacy but also attitude, subjective norms, and intentions.

In action research's inherent cyclical pattern, researchers actively identify problems, study them, try solutions, and reflect on the outcomes before initiating another cycle (Mertler, 2020). During my first action research cycle at Cochise College, I identified a practice problem following an interview with two deans. I learned that many faculty members were hired for their subject matter expertise and may not be familiar with pedagogical strategies or theories of student development. I then studied possible solutions, which led to the design of a pedagogy class. I taught this class and collected and analyzed data from it. These findings led me to expand my research questions, explore other theories, implement a new survey, and change the innovation's modality. As the researcher, I integrated myself into every part of the study. I took the opportunity to review and reflect on the class, made necessary changes, and consequently improved as a teacher. Along the way, I have continually modified the course content to best meet the students' needs.

I conducted a convergent parallel mixed-methods design study to address my research purpose. I used mixed methods because giving equal emphasis to quantitative and qualitative data gives the researcher a deeper understanding of the results. I collected both forms of data simultaneously, which enabled me to actively combine the strengths of each data type equally (Ivankova, 2015; Mertler, 2020). I then triangulated the data to address my research questions:

RQ1) Following participation in a formal class in pedagogy and the Cochise Reading Strategies Collective (CRSC), which reading strategies focused on



content area do instructors at Cochise College employ in their instructional settings?

RQ2) Following participation in a formal class in pedagogy and the CRSC, how are instructors at Cochise College integrating content-area reading strategies into their classroom practices?

RQ3) Following participation in a formal class in pedagogy and the CRSC, what do participating instructors at Cochise College identify as enabling factors and barriers influencing their application of learned pedagogical strategies?

RQ4) Following participation in a formal class in pedagogy and the CRSC, to what extent do the three key determinants of intention—attitudes, social norms, and perceived behavioral control—influence Cochise College instructors' utilization of content-area reading strategies in their teaching?

### **Setting**

I conducted this study in an education class during the second eight weeks of the Spring 2023 semester in the Liberal Arts division of Cochise College. The college opened the 'College Teaching' class for web registration from early November 2022 to mid-March 2023. The class featured multi-modal forms, including face-to-face meetings, ZOOM sessions, and self-paced asynchronous components.

### **Participants**

Four instructors enrolled in the "College Teaching" class, a Cochise College initiative to improve teaching. The researcher invited all participants to join the research study and the CoP. Before the class started, the researcher distributed a recruitment letter and a consent form (See Appendix A). All four instructors consented to participate in the study.

Three participants came from the Liberal Arts department. The Dean of Liberal Arts required new instructors from this department to enroll in the "College Teaching" class within their first four semesters. These three instructors opted to take the class during their fourth teaching semester. Before joining Cochise College, the first two instructors had served as adjunct instructors for seven and twelve years, respectively. They reported minimal in-class reading, as their courses focused on student performance or creation rather than lectures and exams. The third instructor had one year of community college teaching experience before joining Cochise College and reported extensive in-class and homework-based reading from the textbook and other sources.

The fourth participant originated from the Career and Technical Education division. The Dean of the division required this instructor to enroll in the "College Teaching" class during his first teaching semester. This instructor reported that the course syllabus for each of his own classes included textbook readings for each class session.

### **Role of the Researcher**

As the teacher, I actively created learning situations, imparted knowledge, gave instruction, and fostered a conducive, collaborative learning environment. As the researcher, I collected and analyzed qualitative and quantitative data to assess the innovation's impact. In this study, I taught the "College Teaching" class, engaging in the participants' learning processes, evaluating their work, giving feedback, answering questions, and challenging their thought processes.

## **The Innovation**

My innovation consisted of two components: a pedagogy course and a CoP. Within the pedagogy course, participants explored various areas, including teaching philosophies, learning outcomes, assessment, curriculum scope and sequence, lesson planning, and educational technologies. Reading strategies were employed to facilitate participants' comprehension of the course content, serving as the common thread throughout. I integrated the CoP, known as the Cochise Reading Strategies Collective (CRSC), into the course to guide discussions and enhance our comprehension of these concepts. The CRSC met outside of class time.

### *Pedagogical Course*

I used the backward design process (Wiggins & McTighe, 2005) to guide the general pedagogical course, which aimed to achieve three learning objectives. These course-level learning outcomes included developing a teaching philosophy that incorporates current pedagogical best practices, utilizing increased knowledge of the practice of teaching to design courses and lessons, and designing a teachable unit and course page that demonstrate proficiency in the fundamentals of teaching, including learning outcomes, assessment strategies, and learning activities. This multi-modal course offered face-to-face, ZOOM, and asynchronous learning options. The course explored four themes: "Who are we?", "What are the big ideas?", "How are we teaching?", and "Where are we headed?". Each session addressed topics such as the science of student learning, course design, classroom and course management, pedagogical best practices, assessment and grading, and classroom technologies and innovations. Figure 3 below provides an overview of the course.

Figure 3

*Course Innovation*



In the modules, participants engaged with information about a particular step in backward design, completed assignments, and discussed this information with classmates. Then, I asked participants to apply their knowledge to their disciplines and classes in a Theory into Practice activity. For example, one Theory into Practice activity required participants to take a current assessment they were using in a course and apply new learning about creating assessments to improve it. In the last step, participants created new class materials and input this information into Moodle's learning management system. Upon course completion, participants had a teachable unit they could use in their classrooms.

In the first of the four modules, I introduced on the Reading Apprenticeship (RA) framework, an approach to reading instruction based on social-cognitive processes that develop students' academic identity, engagement, subject-area knowledge, and disciplinary literacy through metacognitive conversations (Schoenbach et al., 2012). While the course addressed pedagogy more generally, I incorporated aspects of RA into each of the remaining modules. For example, I asked participants to read a chapter in the textbook. I provided an RA reading protocol with the assignment to practice the protocol as a student before using it as a teaching strategy.

The Reading Apprenticeship framework, originating in the early 1990s, emerged from WestEd's Strategic Literacy Initiative (SLI). Initially, the model's creators aimed at addressing the literacy needs of underperforming adolescents in middle and high school settings. Traditional models of reading instruction were generally found in elementary education, often leaving secondary teachers unprepared to instruct students in discipline-specific literacy skills. Researchers developed the Reading Apprenticeship model to address this gap in literacy instruction at the secondary level. Researchers Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy conceived the model and were interested in the potential of discipline-based classroom instruction to enhance student literacy skills (Greenleaf et al., 2023)

Initially, the framework developers concentrated on scaffolding text-based discussions and practices in English Language Arts classes. However, educators and researchers quickly recognized its interdisciplinary applications. Educators and researchers adapted the model throughout the late 1990s and early 2000s for various subject areas, including science, social studies, and vocational courses. Instructors and educational leaders at the middle, high, and college levels particularly appreciate this model for enhancing student engagement and literacy proficiency (Schoenbach et al., 2012).

Research further validated the efficacy of the Reading Apprenticeship model. Researchers conducted multiple randomized controlled trials and longitudinal studies, consistently demonstrating the model's positive impact on student outcomes such as reading comprehension, academic engagement, and standardized test performance (Greenleaf et al., 2001)

This pedagogical framework is anchored in four interacting dimensions of classroom life: the social dimension, personal dimension, cognitive dimension, and knowledge-building dimension. In the social dimension, educators establish a positive learning community and environment, ensuring students feel secure sharing their thoughts and engaging in collaborative learning activities. Students are encouraged to reflect on their learning and reading processes within the personal dimension, facilitating metacognition and self-regulated learning. Educators provide explicit instruction on reading comprehension strategies to address the cognitive dimension, helping students become more deliberate and capable readers. In the knowledge-building dimension, the framework emphasizes the importance of discipline-specific texts. It promotes deep content learning by teaching students to read, write, and discuss in ways characteristic of specific academic disciplines (Greenleaf et al., 2023).

### *Community of Practice*

The second part of this innovation was Cochise Reading Strategies Collective (CRSC), a community of practice (CoP) to facilitate the implementation of RA for the participants in the "College Teaching" course. CRSC aimed to increase self-efficacy, improve teaching, offer social support, and share knowledge and resources. According to Wenger et al. (2002), a CoP must be coordinated, facilitated, and cultivated. Therefore, I took on the roles of a CoP facilitator, researcher, and community member.

Following Wenger's CoP framework, the CoP enabled participants to actively increase their understanding of reading strategies. It actively helped participants develop a sense of belonging as they shared similar experiences. Further, the CoP facilitated mutual learning among the participants.

The CoP comprised two components: six 45-minute ZOOM sessions for participants to share resources and discuss the use of reading strategies in their content areas and a weekly online forum for ongoing discussion. I derived the learning focus from conversations, class discussions, participant input, and course content. Participants received time to prepare for the CoP. For example, when implementing reading strategies, we discussed the barriers and opportunities when trying these new pedagogical strategies. They then shared their learning in the weekly CoP.

I sent an inventory before beginning the course to gather background information on the participants, such as their class schedules and office hours. This coordination helped me determine when the CoP could meet outside class via ZOOM. We determined the final schedule during the first week of class. Table 1 provides details about the timeframe, themes, and topics.

**Table 1***Timeframe and Topics for Cochise Reading Strategies Collective Meetings*

Timeframe	Theme	Discussion Topics for the CoP	
		Pedagogical Course Content	Reading Strategies
Week 1 45 minutes	Who are we?	<ul style="list-style-type: none"> <li>Discuss CoP expectations</li> </ul>	<ul style="list-style-type: none"> <li>Overview of Reading Apprenticeship</li> </ul>
Week 2 45 minutes	What are the big ideas?	<ul style="list-style-type: none"> <li>Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>How do reading strategies help our learning?</li> </ul>
Week 3 45 minutes		<ul style="list-style-type: none"> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>What reading strategies could be implemented in our classes? What would that look like?</li> </ul>
Week 4 45 minutes	How are we teaching?	<ul style="list-style-type: none"> <li>Curriculum Scope &amp; Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of reading strategies</li> </ul>
Week 5 45 minutes		<ul style="list-style-type: none"> <li>Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>What are the enablers and barriers to reading strategy implementation?</li> </ul>
Week 6 45 minutes	Where are we headed?	<ul style="list-style-type: none"> <li>What do we intend to do with our new learning?</li> <li>Schedule interviews</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**Data Collection and Sources**

I collected and analyzed quantitative and qualitative data to answer my research questions. Table 2 presents the alignment of my research questions with their corresponding data sources and modes of analysis. Below, I provide details about these instruments.



**Table 2***Summary of Data Sources Used to Answer Each Research Question*

Research Question	Data Source	Analysis
RQ1) Which reading strategies focused on content area do instructors at Cochise College employ in their instructional settings?	<ul style="list-style-type: none"> <li>• forum discussions and participant work</li> </ul>	<ul style="list-style-type: none"> <li>• qualitative content analysis</li> </ul>
RQ2) How are instructors at Cochise College integrating content area reading strategies into their classroom practices?	<ul style="list-style-type: none"> <li>• forum discussions and participant work</li> <li>• interviews</li> </ul>	<ul style="list-style-type: none"> <li>• qualitative content analysis</li> <li>• thematic coding</li> </ul>
RQ3) What do participating instructors at Cochise College identify as enabling factors and barriers influencing their application of learned pedagogical strategies?	<ul style="list-style-type: none"> <li>• interviews and researcher journal</li> </ul>	<ul style="list-style-type: none"> <li>• thematic coding</li> </ul>
RQ4) To what extent do the three key determinants of intention—attitudes, social norms, and perceived behavioral control— influence Cochise College instructors' utilization of content area reading strategies in their teaching?	<ul style="list-style-type: none"> <li>• surveys</li> </ul>	<ul style="list-style-type: none"> <li>• descriptive statistics</li> </ul>

***Forum Discussions***

Forum discussions formed one basis for communication within the CoP. Each week, I required participants to respond to open-ended questions about class content and engage in replies with their colleagues. For instance, I inquired about their application of specific reading strategies in their content areas. The CoP members derived additional discussion topics from in-person class discussions and subsequently posted them on the forum.

### ***Participant work***

Participants produced assignments either in class or as homework. For example, they created reading protocols, notes, surveys, projects, formative assessments, and lesson plans.

### ***Interviews***

I used participant interviews as one source for my qualitative data collection. I conducted these interviews using a semi-structured protocol via ZOOM following the participant's completion of the pedagogy class. This method enabled me to pose open-ended questions and use follow-up prompts to gather additional information (Brinkmann & Kvale, 2015). My goal in conducting the interviews was to deeply understand the participants' experiences, thoughts, and beliefs, focusing on the enablers and barriers to implementing active learning pedagogical practices and reading strategies within their content areas. Appendix D lists these questions. I recorded the Zoom interviews and then transcribed them. After receiving the transcriptions, I listened to the recordings to verify their accuracy and corrected them as necessary. This process aided my analysis of the interviews and helped uncover insights (Brinkmann & Kvale, 2015).

### ***Researcher Journal***

During the study, I used a researcher journal to document all progress, field observations, meetings, classes, conversations, and notes. The electronic journal's dated and timed entries enabled me to record information pertinent to my research questions.

### ***Surveys***

Icek Ajzen: Homepage (n.d.) provides an example of creating a questionnaire on his website. Working with a committee member, I followed the steps outlined in his plan. First, I created sentence stems for the post-test based on the TPB

constructs of attitude, social norms, perceived behavior control, and intention about the implementation of reading strategies. I used vocabulary gathered from other TPB surveys to create these sentence stems. For example, the attitude construct included the prompt, "I appreciate the usefulness of content area reading strategies to facilitate students' learning." One inquiry under the social norms category was, "Administrators at Cochise College would expect me to support my students' learning of course content." With perceived behavioral control, I wrote, "I am certain I can support students in using content area reading strategies." For the fourth construct, one sample statement was, "I intend to use content area reading strategies with students."

For the retrospective, preintervention assessment, I utilized the same four constructs. However, I added the phrase, "Prior to participating in the College Teaching course," to the beginning of all my statements. According to Little et al. (2020), during the post-test, a retrospective assessment asks respondents to think back to a specific time and then rate the item retrospectively. This approach was used because it diminishes response shift bias. Response shift bias arises in traditional pretest-posttest designs because it requires respondents to apply the same standard when assessing their abilities at both the intervention's start and end. The intervention's exposure, however, enhances their understanding of the construct under study, prompting a change in their frame of reference regarding the construct. This alteration can compromise the validity of a traditional pretest-posttest design. By adopting a retrospective preintervention assessment approach, respondents gain increased awareness and can better assess the change amount from the intervention's start to its conclusion. The benefits of this are that "respondents are forced to focus on themselves at a specified point in time, providing a consistent frame of reference both within and across respondents" (Little et al., 2020. p. 176).

I designed the survey with 20 Likert scale items based on a seven-item scale. The 7-level scale was anchored at each point from 1 (strongly disagree) to 7 (strongly agree). The survey also contained demographic questions and an open-ended question. I administered the post-intervention assessment at the end of the innovation and followed it with the retrospective, preintervention assessment one week later. The post-intervention assessment and the retrospective, preintervention assessment can be found in Appendix C.

### **Data Collection Considerations**

Qualitative and quantitative data validation differs when assessing the methodological rigor of a mixed-methods action research study. Researchers evaluate qualitative studies based on their trustworthiness and quantitative studies on their validity and reliability (Ivankova, 2015; Mertler, 2020).

### ***Qualitative Considerations***

Qualitative studies rely on trustworthiness to ensure the accuracy and believability of the data. Researchers can enhance the quality of the study through four areas: credibility, transferability, dependability, and confirmability (Ivankova, 2015; Mertler, 2020).

Credibility ensures the believability of findings. The study's integrity directly connects to the accurate reporting of results (Ivankova, 2015; Mertler, 2020). For this study, I employed a member-checking strategy. This strategy involved asking participants to review the data and findings to ensure the results are captured accurately (Ivankova, 2015; Mertler, 2020). For this study, I returned to the class participants and shared my results and initial findings to garner their thoughts and ideas.

Transferability concerns the applicability of findings in other contexts, differing from generalizability. To do this, other researchers must understand the

study setting and the details of the methods (Ivankova, 2015; Mertler, 2020). To ensure transferability, I collected rich and detailed descriptions of the research and the innovation, enabling other researchers to replicate the study in their contexts.

Dependability measures how consistent and repeatable the findings are (Ivankova, 2015; Mertler, 2020). For this study, I triangulated the results from different data sources, including the survey, participants' work, and my journal.

Confirmability refers to neutrality or objectivity—the participants' views, not the researcher's bias, form the basis for the results (Ivankova, 2015; Mertler, 2020). To strengthen confirmability, I kept an audit trail documenting the data collection, analysis, and interpretation process.

### ***Quantitative Considerations***

The consistency of the data collected is referred to as reliability. I conducted an internal reliability analysis on the pilot survey data to ensure consistency. I electronically distributed the survey to individuals who had previously taken the course. I used the anonymous responses from the ten completed surveys to determine the survey's reliability. Then, I utilized SPSS29 to measure Cronbach's Alpha on the survey's four constructs; the results are shown in the following table.

**Table 3**

*The Theory of Planned Behavior Survey (n=10)*

Construct	Items Within Construct	Cronbach's Alpha
Attitude	5	.76
Social Norms	5	.73
Perceived Behavioral Control	5	.95
Intention	5	.82

The survey results demonstrated good internal consistency across all constructs. The lowest reliability estimates belonged to attitude at .76 and social norms at .73. Perceived behavioral control had a reliability estimate of .95, and

intention had an estimate of .82. Due to the high overall reliability estimate, I implemented the survey in the study.

## **Data Analysis**

I performed data analysis using both qualitative and quantitative approaches. The study incorporated two types of qualitative data analysis and one type of quantitative analysis. Table 2 displays these approaches, which align with the research questions.

### ***Qualitative content analysis***

This study used two types of qualitative data analysis: content analysis and thematic coding. Both are descriptive qualitative approaches to data analysis that examine narrative data, help generate new knowledge, and are iterative (Vaismoradi et al., 2013). However, there are differences. For example, content analysis looks for some quantification of data and the occurrence of key concepts and words. The thematic analysis focuses on uncovering themes in the data, high-level ideas, and how themes relate to each other (Vaismoradi et al., 2013).

**Content Analysis.** In addressing research questions one and two, I applied qualitative content analysis to the forum discussions and participant work. Qualitative content analysis helped me answer what kinds of reading strategies were used in classrooms and how they were implemented. This approach is one method for systematically explaining the meaning of qualitative data (Schreier, 2014). The first benefit of qualitative content analysis is that it reduces the amount of data by focusing on those aspects that pertain to the research questions. Another advantage is that it is a highly systematic process. A specific sequence of steps allows the researcher to review every part of the data. By doing this, the material is examined through multiple lenses, and pieces of the data are coded multiple times. The third benefit of qualitative content analysis is its flexibility. Concept-driven and data-

driven categories appear in one coding frame, ensuring that the coding frame and material are congruent (Schreier, 2014).

According to Schreier (2014), eight steps exist when completing a qualitative content analysis. These steps include (a) deciding on a research question, (b) selecting material, (c) building a coding frame, (d) segmentation, (e) trial coding, (f) evaluating and modifying the coding frame, (g) main analysis, and (h) presenting and interpreting the findings.

Data preparation constituted the first two steps of qualitative content analysis. I addressed two of my research questions with this approach for the first step of this action research study. For the second step, I used forum discussions and participant work.

The third and fourth steps included building a coding frame. The requirements for a coding frame consisted of unidimensionality (including only one aspect of the material), mutual exclusiveness (no overlap of categories and subcategories), and exhaustiveness (all material is included) (Schreier, 2014). To develop a coding frame consisting of at least one main category and at least two subcategories, I selected material, then structured and generated categories, defined categories, and revised and expanded the frame. For the fourth step, segmentation, I coded the text once and then returned at a different time to recode the text. I compared and contrasted the two rounds to see if they produced consistent material (Schreier, 2014).

The pilot phase, steps five and six, began next. Schreier (2014) characterizes the fifth step, trial coding, as the "heart" of the pilot phase. I determined if the categories needed modification using the coding frame during this step. In this phase, I entered all codes on a coding sheet where the coding units were rows, and the main categories appeared as columns. With the sixth step, evaluating the coding frame, Schreier (2014) recommends using two criteria. First, I checked if the coding

units were assigned to the same subcategories during both rounds of coding.

Second, I checked for validity by checking if the distribution of coding frequencies was consistent across subcategories.

The seventh step began the main content analysis, where the codes could no longer be modified. I evaluated all material by dividing it into coding units, assigning them to the categories in the coding frame, entering it into a coding sheet, and then drawing conclusions and analyzing how it answered my research questions (Schreier, 2014). For the eighth step, I presented the findings in Chapter 4. The main result was the coding frame (Schreier, 2014).

**Thematic Coding.** I employed thematic coding with the interviews and the researcher journal to answer research questions two and three. This approach aided me in understanding how participants used reading strategies in their classrooms and what enablers and barriers they encountered during implementation. Thematic coding enabled me to identify data patterns, understand different participants' perspectives, and highlight the similarities and differences in implementing reading strategies.

I followed these steps for thematic analysis (Braun & Clarke, 2012). First, I familiarized myself with the data by transcribing interviews, reading and reviewing other data sources, and taking notes. Next, I created a set of initial codes—labels assigned to a piece of text- representing the patterns I noticed in the data. I created a codebook to track the codes. I then used an iterative process of reading through the data, identifying excerpts, and applying the appropriate codes. Then, I combined material that had the same code. I reviewed the data, looking for potential themes—the trends and patterns in the data. I identified and reviewed these themes to ensure they accurately represented the data. At this point, I named and refined each



theme—what each theme means and how it helps understand the data—the final step involved writing up the findings (Braun & Clarke, 2012).

### **Quantitative Analysis**

I included numerical data from the TPB surveys as part of the quantitative data. I analyzed this quantitative data using descriptive statistical procedures to calculate each construct's mean and standard deviation. This analysis allowed me to identify differences in attitude, social norms, and perceived behavioral control during the study.

### **Procedure and Timeline**

For this action research project, I was responsible for implementing the full scope of research, including creating and delivering the innovation, data collection, and data analysis. To accomplish this, I followed the step outlined in Table 4 below.

**Table 4**

*Procedures and Timeline of the Innovation*

Timeframe	Action	Procedures
January – March 2023	Innovation planning	<ul style="list-style-type: none"> <li>• Recruit participants</li> <li>• Advertise course</li> <li>• Prepare syllabus</li> <li>• Create modules in Moodle</li> <li>• Finalize course content</li> <li>• Researcher journaling</li> <li>• Consider CoP options</li> </ul>
March – April 2023	Innovation implementation	<ul style="list-style-type: none"> <li>• Obtain permission from participants to use their data</li> <li>• Teach course</li> <li>• Monitor participants</li> <li>• Correct and give feedback on the participant’s work</li> <li>• Researcher journaling</li> <li>• Initiate and orchestrate CoP</li> </ul>
May 2023	Innovation implementation	<ul style="list-style-type: none"> <li>• Implement survey</li> <li>• Conduct interviews</li> <li>• Researcher journaling</li> </ul>

## **Limitations**

Several limitations were present in this study. Some limitations affect all action research while others are unique to this study. Below, each one is identified along with how it impacted the study.

As with many action research projects, the context, sample size, and role of the researcher were limitations. First, this study took place in a small, rural community college in southern Arizona. This limitation was reduced by using thick, rich detail to extensively describe the research context essential to the study. Next, the sample population for this study came from one course and college. Therefore, results of this study were specific to a small number of people and environments. Since this innovation was designed explicitly for Cochise College, the small sample size was less of a limitation than it might ordinarily be. However, the small sample size's potential non-representativeness of the overall population should be considered when evaluating the results. Last, there could be a conflict of interest between the roles of teaching and conducting research. The priority of teaching was the students while the researcher's priority was the topic being studied. To address this, I communicated that my positions in this study were participant researcher, learner, teacher, and facilitator.

Pertinent to this particular study were the following limitations. First, this action research cycle was limited to eight weeks and the depth of data was restricted due to the timing of the study. This may not have been enough time for participants to learn new reading strategies and have adequate time to implement these in their classrooms and report back with results. To mitigate this, I evaluated not only the reading strategies used during the eight weeks but also the ones they intended to use in future courses.

Additionally, this time restraint could have affected the formation of the CoP because relations need sufficient time to build and connect. To address this, I ensured the participants had multiple active ways to interact such as the CoP and online forums each week to build relations and trust between the participants and the researcher.

Next, since I was embedded with colleagues and worked with them on personal and professional levels, this could have led me to bring in history and impact the study. I may also have had a bias towards specific reading strategies which could influence my teaching. My role as researcher was to acknowledge these limitations and I utilized member checking to counteract bias.

Last, a concern was that since the participants knew this course was part of a research study, it may have influenced their desire to perform well in the class since their data was being used. To reduce this challenge, I informed the enrollees that the study focused on which reading strategies they used or intended to use in their future classes.

## **Conclusion**

In conclusion, Chapter 3 of this dissertation has outlined the methodological framework and procedural details of this action research study designed to evaluate the influence of an innovation, grounded in the TBP and CoPs, on the adoption of reading-in-the-content-area strategies by new faculty members at Cochise College. This chapter has established the relevance and efficacy of the action research model for investigating and addressing complex educational challenges. By engaging in a cyclical process of problem identification, intervention implementation, data collection, and reflective analysis, this study has demonstrated a profound commitment to enhancing educational practices and leadership through continuous improvement and innovation.

Further, the adoption of a convergent parallel mixed-methods design has significantly enriched the depth and breadth of the study's findings. This approach has facilitated a comprehensive exploration of the innovation's impact. The methodical collection and analysis of diverse data sources, including forum discussions, participant work, interviews, and surveys, have provided a foundation for answering the research questions. The qualitative analyses have revealed details about the types of reading strategies used and the factors influencing their implementation. The quantitative analysis shows how attitudes, social norms, and perceived behavioral control have affected the utilization of these strategies. but have also set a strong foundation for the subsequent analysis and discussion of the study's findings in enhancing pedagogical practice.

## CHAPTER 4

### FINDINGS

In this study, I comprehensively examine pedagogical strategies in reading instruction, focusing on strategies that faculty from Cochise College acquired from a pedagogical class and a concurrent community of practice. The research explores faculty thoughts on applying these strategies with students and their perceived obstacles in implementing new teaching practices. Additionally, this study investigates potential relations between participants' attitudes, subjective norms, and perceived behavior control. As listed in previous chapters, the research questions consisted of the following:

RQ1) Following participation in a formal class in pedagogy and the Cochise Reading Strategies Collective (CRSC), which reading strategies focused on content area do instructors at Cochise College employ in their instructional settings?

RQ2) Following participation in a formal class in pedagogy and the CRSC, how are instructors at Cochise College integrating content area reading strategies into their classroom practices?

RQ3) Following participation in a formal class in pedagogy and the CRSC, what do participating instructors at Cochise College identify as enabling factors and barriers influencing their application of learned pedagogical strategies?

RQ4) Following participation in a formal class in pedagogy and the CRSC, to what extent do the three key determinants of intention—attitudes, social norms, and perceived behavioral control—influence Cochise College instructors' utilization of content area reading strategies in their teaching?

I employed a mixed-methods research design to triangulate the data, which consisted of multiple sources: post-intervention and retrospective, preintervention assessments, records of CoP meetings, forum discussions, submissions by enrollees in the pedagogical course, as well as data drawn from the researcher's reflective journal and combined with three semi-structured interviews. Additionally, I used Dedoose software for thematic coding to gather data from three semi-structured interviews and CoP meetings. Through this process, I identified recurring patterns and varying perspectives in the participants' experiences with reading strategies. See Table 5 for the code chart, which also displays code frequencies. This chapter outlines the findings that flowed from each specific research question.

**Table 5***Codes and Frequencies*

<b>Parent Code</b>	<b>Child Code</b>	<b>Frequency</b>
Assessment		4
Background info on participants		3
Barriers, All		37
Specific barriers:	Class time restraints	6
	Incomplete homework	2
	Lack of reading strategy awareness	1
	Limited reading opportunities	6
	Stressful to complete	2
Constructivism		1
CoP		11
Enablers, All		37
Specific enablers:	Adaptability	2
	Ease of use	7
	Minimal instructor prep	2
	Seamless integration	2
	Student accessibility	2
	Students liked it	4
	Time efficiency	2
How reading strategies were used, All		54
Specific reading strategy Muses	Allow class time to complete	4
	Chapter review	1
	Homework assignment	3
	Introduction to chapter/topic	3
	To start a discussion	2
	To study for tests	2
Implications		12
Interview		3
Kinds of reading strategies		68
	321 Protocol	17
	Golden Lines	14
	SQ3R	5
Misc		2
Potential code		4
Previous reading strategies used		14
Reflection		1
Theory of Planned Behavior		6

**Research Question 1: Reading Strategy Choices**

The first research question explores the various strategies for reading in content areas employed by instructors at Cochise College. The study employed

qualitative content analysis to identify the variety of reading strategies participants intended to use or test in their classrooms. This method makes it easier to understand qualitative data in a structured way. As described in Chapter 3, it simplifies the data by focusing only on what is essential, follows a set order of steps, and lets one use predefined and new categories in one coding system.

### ***Reading Strategies Used Prior to CRSC***

While coding the data from CoP meetings, forum discussions, and enrollee work, I identified salient findings. Before the intervention, participants used three reading strategies in class. They chose these strategies because they were familiar with them, having learned them first as students. First, two participants indicated that they had their students read the material before class and come to class with questions. These participants promoted metacognition and questioning, urging students to formulate questions based on their understanding rather than simply seeking answers to textbook questions (Ebersbach et al., 2020). Second, another participant reported that she directed her students to read chapters and make personal connections with the text. Students become more engaged when they can relate their learning to their lives (Christenson et al., 2012). Third, one participant wove subject matter and reading strategies together by not directly answering students' questions but instead guiding them back to specific sections in the textbook. This demonstrates reading-to-learn, where students can analytically comprehend challenging subject matter and effectively apply it to real-world situations (Alfassi, 2004).

### ***Reading Strategies Used Following CRSC***

Following the CRSC, participants reported that they would incorporate into their teaching three reading strategies explicitly taught during the course. These strategies include the "3-2-1" strategy, the "Golden Lines" strategy, and the Survey,



Question, Read, Recite, Review (SQ3R) strategy. During the CRSC, participants actively engaged in focused discussions about the 3-2-1 and Golden Lines strategies. They shared experiences of first using these strategies as students and then exploring how to implement the strategies in their classrooms.

**3-2-1 Protocol.** The 3-2-1 strategy is a reading comprehension technique, and it requires students to identify three ideas they have learned from their reading, two ideas they find interesting, and one question they have. This approach promotes comprehension, reflection, and inquiry by providing a structured way for students to interact with and reflect upon their reading material. Two participants stated that they implemented this protocol in their teaching approaches. For one particular application, they assigned the protocol as homework to engage students with the chapter material prior to the following class. One participant stated, "We did the questions as homework, but what I had them do then is come back to class the next day, and in this next class period, we talked about those questions." More details about how participants used this, and the other strategies follow in the next section.

**Golden Lines.** The Golden Lines strategy promotes close reading, where students observe facts and details about a text. It allows for discussing short readings, making it suitable for brief but focused engagements. It asks students to identify and highlight key sentences within a text that they consider central or "golden" to the author's message, argument, or main idea. Within the Reading Apprenticeship (RA) framework, educators use the Golden Lines strategy as a tool to help students engage with texts more actively and thoughtfully. This strategy is particularly useful in developing deeper comprehension and critical thinking skills (Schoenbach et al., 2016). Two participants used this particular protocol in their instructional practices. One participant stated, "I use this in class with shorter

readings that apply directly to what we are learning that day, so they can see how the Golden Line relates to the content.”

**SQ3R.** The SQ3R method is a well-established strategy to enhance reading comprehension and retention of academic material. SQ3R stands for Survey, Question, Read, Recite, and Review, outlining a structured approach to move students into more active engagement with the purpose of a text. Initially, the reader surveys the material, formulates questions based on headings and subheadings, actively reads while seeking answers to those questions, recites or summarizes the information to reinforce understanding, and finally reviews the material to solidify retention (Robinson, 1970). One participant showed interest in incorporating SQ3R into his teaching methodology. This participant said, “I would like to have the students do the SQ3R and see if it helps get them focused on the task at hand.” This approach aligns with the concept of content area literacy, which posits that reading strategies should be tailored to the specific content being taught (Shanahan & Shanahan, 2008).

Plans to use the 3-2-1, Golden Lines, and SQ3R reading strategies show that participants wanted to improve students' understanding and interaction with reading material. Each technique has unique benefits: the 3-2-1 method helps students better understand and question what they read; the Golden Lines strategy encourages focused discussions and critical thinking; and the SQ3R method adapts reading strategies to the specific subject matter. While this study only looks at a few examples, these examples demonstrate that teachers are open to using proven methods to improve literacy.

## **Research Question 2: Reading Strategy Implementation**

Research question two investigates how instructors at Cochise College intended to implement strategies for reading in content areas within their

classrooms. I used qualitative content analysis to find out how participants used strategies. This approach helps make sense of complex data in an organized way. As with research question number one, I developed a coding frame that concentrated on how participants employed reading strategies before the CoP and course and subsequently after. I analyzed data from CoP meetings, forum discussions, and enrollee work.

### ***How Participants Used Reading Strategies Prior to CRSC***

As previously described, participants used three distinct reading strategies before undertaking the course. The first approach required students to read the assigned material in advance and arrive in class equipped with questions from their reading. The second strategy entailed encouraging students to read the text while making personal connections with the content. Lastly, the third method involved participants refraining from directly answering students' questions and guiding them to relevant sections within the textbook for answers.

**Reading, questioning, and connecting with the text.** The participants assigned two strategies mentioned above as homework: reading the text before class and devising questions or connections related to it. Participants reported that they designed strategies to engage students with the subject matter before the formal classroom lecture to build schema and background knowledge. One participant said she would remind students to "read the chapter before class...if you don't read the chapter, you're not going to understand what we're doing in class." This preliminary engagement prepared students for a more comprehensive discussion during the class session. Additionally, one participant indicated that knowing students' questions in advance allowed her to tailor her lecture to address those specific concerns. "Knowing their questions helped me see where I should spend more time in my lecture," she said.

Further, encouraging students to make personal connections with the material enriched its relevance, making it more meaningful to them. One participant reported,

I always have them explain why and how it relates to them, and that's when I get the outside thinking...how is it interesting to you? Relate it to your life outside of this class. Then, I at least get a little bit more.

This approach enhanced individual understanding and contributed to a richer learning environment for the entire class.

Finally, one participant said that making personal connections was a way to prevent students from using artificial intelligence (AI).

That's what I've started doing with anything that I can say, give me a personal story: has this happened to you? Or I'm trying to relate it directly to them where they have to tell me something that they can't get out of the book because that's what ChatGPT is good for.

In summary, these preparatory assignments aimed to improve students' engagement with the text and understanding of the material and promote learning, leading to retention of the material. They provided an initial exposure to the topic, helped students identify their areas of uncertainty, and allowed for a more focused and effective engagement during the formal lecture.

**Reading-to-learn.** Some participants encouraged independent learning. One participant stated, "I direct students back to the text when they ask questions instead of providing the answers." This technique emphasizes the importance of the text as a learning tool, helps highlight the textbook structure, and encourages students to engage deeply with the material. It promotes a "reading-to-learn" approach, which enhances comprehension and retention (Maclellan, 1997).

The reading strategies participants used before the CRSC actively focused on fostering engaged and active learning. Each approach aimed to deepen student's engagement and understanding. These methods promoted independent learning, stimulated critical thinking, and improved comprehension and retention. By engaging students with the text before, during, and after lectures, these strategies ensured an

active, reflective learning process, enabling students to construct knowledge and develop essential academic skills.

### ***How Participants Used Reading Strategies Following CRSC***

Upon completing the CRSC, participants reported a willingness to integrate three specific reading strategies into their teaching pedagogical framework: the 3-2-1 protocol, the Golden Lines strategy, and the SQ3R method. This section provides insight into how participants actively intended to or adapted and integrated these strategies into their teaching practices and reflects on their effectiveness in enhancing student engagement and understanding.

**3-2-1 Protocol.** The 3-2-1 Protocol emerged for three essential purposes: time management, alignment with class discussions, and instructional scaffolding. Participants widely used this specific protocol in two contexts: as homework and as an in-class activity. As homework, participants cited two primary reasons for assigning this protocol as an out-of-class task. According to one participant, the first reason is that “it’s too long to do in class and would need to be an out-of-class assignment.” Assigning it as homework, participants could better use in-class time for lectures and addressing student questions. The second reason is that having students complete it outside of class helps align the homework with class discussions, enhancing overall engagement.

When participants used the 3-2-1- protocol during class, they typically employed it to review material covered in the textbook. One participant shared how she would first ask her students to complete the protocol in class and then as an out-of-class activity afterward. She explained how she would scaffold instruction.

Next semester, I’ll have the students read the first chapter in class, and then do the 3-2-1 protocol. Then talk about it. I might designate a class with this, so they know what I’m looking for. I’ll give an example on the board as well as like this is A work. Then they know this is the standard they have to do the rest of the semester. From then on, they’ll do it on their own.

Two participants reported that their students would complete the protocol in class, followed by a group discussion where the class shared their answers to the questions. This made exchanging information and learning more about classmates' perspectives possible. Additionally, this allowed for instructional scaffolding. By initiating and then building upon the knowledge needed, students can have a comprehensive view of the material and internalize it. Participants noted this was a form of formative assessment, too. One participant said, "You know a lot of my students, though, with the 3-2-1 which is write down one question, took one out of the chapter review instead of coming up with one on their own." The participant noted that the students might not have understood the material in this case.

One participant initially assigned it as homework but due to low completion rates, modified the approach by shifting to an in-class activity with an extra credit incentive. The participant explained, "I just handed out a new copy and had them do it in class." This change proved effective in enhancing the motivation to complete the activity. "I had to make it an extra credit assignment and hand it out in class, but it went well."

Moreover, participants highlighted the protocol's flexibility as a key strength. During the course, the participants used the 3-2-1 protocol with different iterations of the questions. Several participants mentioned modifying it to suit their teaching objectives better. For instance, one participant altered the second question from "What are two ideas that were interesting to you from the reading?" to "What are two connections you can make with the reading?." Another participant changed the second question to "What are two quotes from the reading you found interesting?". Yet another participant indicated she planned to address the questions throughout an extended lecture or multiple class sessions. For example, she planned to break up the protocol into shorter segments.

I might break it apart...for one of the readings find three things that you thought were interesting. If it was long next, two things that you found relatable to...So not a 3-2-1 for each reading but one for three different readings that we have.

**Golden Lines.** The Golden Lines strategy stimulates critical discussion by encouraging students to identify key sentences within a textual context. Participants employed the Golden Lines strategy to introduce new content in class and encourage in-depth student responses, adopting it for in-class activity due to its ability for quick completion and effectiveness in introducing new content. One participant detailed why she integrated the Golden Line strategy into her class:

I used to think I should be making them read the entire chapter in class, but I knew that wasn't realistic, so I just avoided reading altogether and had them do it before class began. Now, I have recently had them read just specific sections that pertain directly to the following lecture.

She then explains how she used this strategy.

So that's the one that I threw in there about midway through the semester...With the Golden Line, if say we were talking about a thesis statement, or something like that, I'd have them read the section on the thesis statement, which I'd always done. But I didn't ever have an assignment associated with it, so I didn't know if they were actually reading it in class, or just like pretending they were re-reading, or what not... so depending on how long the reading was, I would say, a Golden Line for each paragraph, or just a Golden Line for the reading, and then they would talk about it within their groups, and we would report back to the big class after. So, then it was nice because it gave them a small assignment, but not too much. It just took a lot less time...I want it to be easy enough that they can do, but also where they have to actually read it. And I hadn't found anything until I saw this. So yeah, basically in class, that was what it was for.

She continued with her rationale for using this particular strategy.

Golden Lines really wouldn't be my first choice for longer readings. But if it's just like a paragraph, it allows me to have them do an assignment associated with it...and to me the Golden Line is really easy when it's a short reading for them to just align and explain how that relates to what we're going to be talking about...it's easy to talk about, and it doesn't require a ton of thought and then it just segues right into the lecture...it helps set them up for lecture rather than going into the lecture blind... They pick out a Golden Line and discuss it with their groups. From there, I will complete the part of the lecture that pertained to the reading. It has been working great, and I will continually do that next year more than I am now.

This participant discovered the effectiveness of the Golden Lines strategy, observing that it enhanced student engagement and better prepared them for lectures. Due to its success, this participant intends to continue and broaden the application of this strategy in upcoming classes. This experience shows the advantages of active learning and the adaptation of teaching methods to boost student engagement and understanding.

Another participant disclosed that he selected a small segment of text relevant to the upcoming lecture and tasked the students with completing the strategy. "I already had them reading the material; I just didn't have it paired up with something. So, to me to just add these Golden Lines was easy. It didn't cause them to do that much more work". To initiate the classroom discussion, each student would share their chosen Golden Line. The participant stated that "I feel like it just created better discussions. They actually read the material." Another participant stated, "The students could just pick the quote, and then it really caused them to reflect on what that actually meant to them, and the relate to the class somehow."

One participant mentioned that he gave students the choice between the 3-2-1 protocol and the Golden Lines strategy. For those students that chose the Golden Lines activity, the participant noted,

I actually saw some people kind of step out of their comfort zone and get real answers instead of just you know, questions out of the book...I should probably pick a few important paragraphs for them to read and have them do the Golden Rule or 3-2-1 to help them get in the right headspace before a lecture or lab.

**SQ3R.** The SQ3R technique, a well-established method, is a comprehensive reading and study strategy that can be beneficial for a wide range of courses, particularly those that involve dense or complex texts, require deep understanding, or demand retention of detailed information (Robinson, 1970). Two participants intended to use this reading strategy with future classes and noted specific times



when they would use this. Course content and purpose drove the use of this strategy. One participant explained that one of his courses has specific tests like the Environmental Protection Agency (EPA) certification test, which require robust memorization and understanding. SQ3R helps students recapitulate learning before assessments. "I may give that to them for studying for the EPA," he stated. SQ3R tailors reading strategies to the subject matter being instructed, thereby enhancing comprehension and can help scaffold their learning. Another participant added that "I would allow students to use their SQ3R reading notes to answer questions or have a short quiz on the reading in the beginning of class."

The 3-2-1 protocol, Golden Lines strategy, and SQ3R technique demonstrate versatility and effectiveness in enhancing student engagement and comprehension across various teaching contexts. These strategies proved adaptable to different classroom settings, whether as homework assignments or in-class activities. The flexibility of these methods, shown by the participants' ability to use them for specific teaching goals, and student needs, show their helpfulness in diverse educational environments. This adaptability not only facilitates a more responsive teaching approach but also ensures that students are actively involved in their learning process, which deepens their understanding and engagement with the course material.

### **Research Question 3: Enablers and Barriers to Strategy Integration**

The third research question examines the enablers and barriers participants encounter when implementing reading strategies in their educational settings. As with research question two, I used thematic analysis with Dedoose software to analyze data from CoP meetings, interviews, and my researcher journal.

Following their engagement in the CRSC and subsequent program completion, participants identified several factors that either facilitated or hindered their ability to

implement new reading strategies effectively. These factors are essential in understanding the dynamics of incorporating innovative reading techniques within an educational context.

### ***Enablers***

This section explores how participants identified enablers for effectively implementing reading strategies in their courses. They highlighted key factors such as clarity, simplicity, student accessibility, minimal instructor preparation, and efficiency as factors to the success of these strategies. These enablers ensure that reading strategies not only benefit student learning but are also practical for instructors to apply. This analysis provides insights into the essential qualities that make reading strategies effective and valuable regarding student engagement and understanding.

Participants in the study identified clarity and simplicity as key enablers of the value of reading strategies. This preference arises because participants more readily adopt straightforward and easy-to-comprehend strategies. Participants emphasized the importance of implementing manageable reading tasks that require genuine engagement from the students. One participant stated, "I want it to be easy enough that they can do, but also where they have to actually read it." The goal is to design assignments that are simple enough for students to approach but still demand that they engage with the material sufficiently. For instance, one participant stated,

They can do it when they're reading. It's not that hard. It's not that deep. I mean it's just enough where I know...even if they didn't read it, they still have to go through and pick out something and relate it to the reading in their life. You're very much going to have to read at least part of it.

This approach ensures that students are actively interacting with the content, albeit in a manageable way.

Another critical aspect of effective reading strategies highlighted by participants involves student accessibility. Participants preferred approaches that

students can easily understand without the need for extensive explanation during class time—this efficiency in comprehension aids in optimizing the learning process. In practice, these assignments are not overly burdensome yet engage students in a manner that encourages immediate application of their learning. For example, one participant said about the Golden Lines strategy, “I think they liked it because it wasn't a huge assignment, but it was just something they could do. As they were reading something that stood out to them, they could write it down right away.” This strategy simplifies the learning process and allows students to connect more personally and directly with the material.

Another enabler identified by participants was the desire for reading strategies requiring minimal instructor preparation. The participants favored easy to implement approaches that did not require significant additional preparatory work or approaches that could be modified quickly and easily. This preference is driven by the convenience of integrating such strategies into the existing teaching framework without requiring extensive modifications to the curriculum or teaching methods. Participants emphasized the ease of these strategies, noting that they could be employed concurrently with ongoing reading activities, thus not needing extra preparation time or significant adjustments to their lectures. Moreover, the participants strongly preferred strategies that could seamlessly integrate into their current classes and curriculum. One participant stated,

It was just easy. I mean, it was easy because they can do it as they're reading it and because it doesn't give me a whole lot of extra prep time, I guess you could say. I didn't have to adjust my lectures to make this happen. It just fit right in already.

This seamless integration is crucial as it allows for incorporating new reading strategies without disrupting the established schedule.

Efficiency emerged as another enabler in the adoption of reading strategies, according to the participants involved in the study. The participants prioritized time-efficient strategies, ensuring that they did not consume substantial portions of class time. This preference was guided by the need to balance time for various instructional activities within the classroom. The participants found practical ways to integrate these strategies into existing reading assignments. For example, one participant notes,

I had them reading it already, and I just didn't have anything paired up with it. So, for me to just add the Golden Lines and put up what it meant on the board so they could see it...It didn't cause them to do that much more work. So that's why it was just quick; they're doing it as they're reading it. So maybe I'll give them an extra five minutes. They don't really need much more.

These findings highlight that effective reading strategies balance accessibility, ease of implementation, and time efficiency. Participants prioritize approaches that are easy for students to understand and engage with and convenient for participants to integrate into their existing routines. The findings show the importance of simplicity, seamless integration, and minimal time consumption as key enablers in successfully implementing reading strategies.

### ***Barriers***

This section addresses the barriers to integrating reading strategies in courses. Key issues included disciplines with limited reading focus, the time-consuming nature of reading strategies, uncertainty about their effectiveness, and student non-compliance with reading assignments. These challenges show the need for adaptable and effective approaches to reading strategies that align with various educational contexts and balance academic demands with student engagement and comprehension.

A significant barrier highlighted by two participants was the limited emphasis on reading in specific courses, notably in production-centered courses like music and digital media arts. The limited focus on reading in certain courses created difficulties for the participants in integrating reading strategies. One participant reflected, "I've been like pondering and thinking about using reading strategies, and our classes, don't have any reading." Another participant echoed this sentiment, acknowledging, "I'm in the same boat. We have very little reading in our classes because they are production-based classes. Maybe a little reading at the beginning of the semester, but that is it."

For the participants whose students read extensively in their courses, three barriers became evident. First, the participants pointed out difficulties in integrating time-intensive reading strategies in class, which could disrupt other planned activities. They recognized the necessity of balancing reading instruction with other classroom demands. One participant expressed her dilemma, "If I implemented the 3-2-1 during class time, it would have been kind of a hassle, and it wouldn't have been that easy because now I would have to readjust all my lectures because it's taking too long." Another participant noted, "The 3-2-1 is too long to do in class. That would need to be like an out-of-class assignment."

Second, participants voiced uncertainty about their awareness and reading strategies used before taking the class, questioning their efficacy in teaching content reading skills. One participant mentioned, "In class reading I never did because I didn't really know how the students could have an assignment with reading that would be short enough to keep within the class frame." Another participant simply said, "It was too stressful for me before. I didn't know what to do, so I didn't do anything."

Third, students' failure to complete readings and the accompanying protocol assigned as homework presented another barrier. This lack of completion by students undermined the effectiveness of the strategies. One participant shared his experience, "My class shows back, and I'm like, hey, did you guys do that? And then, none of them had brought it with them. It was very frustrating. So, I made them do it in class."

In summary, this study highlights some barriers to integrating reading strategies in courses with limited reading focus, especially in production-centered disciplines like music and digital media arts. Participants face challenges due to the time-consuming nature of reading strategies, their own uncertainty about the effectiveness of these strategies, and the frequent non-compliance of students in completing reading-related homework. These issues emphasize the need for a more practical and effective approach to incorporating reading strategies in various educational settings, balancing reading instruction with other academic demands while ensuring student engagement and comprehension.

#### **Research Question 4: Relation Between the Direct Determinants of Intention**

For the fourth research question, I analyzed the relation among the three direct determinants of intention. To address this question, I utilized two surveys to evaluate participants' attitudes, subjective norms, and perceived behavioral control, following Ajzen's TPB. I collected three sets of responses from the participants. Table 6 displays the results from these two surveys.

**Table 6***Participant Comparison (n=3)*

Construct	Items Within Construct	Retro Mean	Post Mean	Retro Mean	Post Mean	Retro Mean	Post Mean
		Participant #1	Participant #2	Participant #3			
Attitude	5	5.6	4.0	5.4	6.6	4.8	6.6
Social Norms	5	5.8	5.4	5.0	7.0	6.4	5.8
Perceived Behavioral Control	5	1.0	4.0	4.4	6.4	7.0	6.0
Intention	5	1.0	2.0	5.4	4.0	6.0	6.8

In Table 6, I have provided means for the participants for the four constructs before and after their participation in the innovation. The survey results revealed varying changes in the three direct determinants of intention in the TPB model as well as intention among the three participants when comparing the retrospective and post-intervention assessments. Initially, respondents' retrospective intervention data generally showed positive responses toward using reading strategies in their classes, with high agreements on social norms, varying perceptions of behavioral control, and mixed intentions among the participants. Following the course and participation in the CoP, participant #1 consistently reported lower scores across all constructs, indicating less favorable attitudes and minimal intention to use reading strategies in their classes. By comparison, participants #2 and #3 demonstrated more positive gains in their responses, with participant #2 demonstrating the most significant gains on the determinants of intention. In contrast, participant #3 showed the strongest intention to use reading strategies. The findings indicated some shifts in attitudes, social norms, and perceived behavioral control after the innovation, yet changes in intentions were not uniformly consistent with these other outcomes. Thus, the study suggested that although attitudes, social norms, and perceived

control may have played some role in shaping intentions, other factors might have influenced this outcome.

## **Conclusion**

In conclusion, Chapter 4 of this dissertation thoroughly examines how instructors at Cochise College adopt and implement reading strategies following their participation in a formal pedagogy class and the CRSC. The study employs a mixed-methods approach, triangulating quantitative and qualitative data to reveal significant patterns in instructors' experiences with reading strategies. The thematic analysis found a variety of reading strategies that instructors adopted post-intervention, such as the "3-2-1" protocol, "Golden Lines" strategy, and SQ3R method. These strategies reflect a notable shift in pedagogical approaches, indicating an evolving understanding and willingness among instructors to integrate diverse reading techniques into their teaching practices.

Further, the study investigates the practical implementation of these strategies, highlighting their adaptability and effectiveness in various instructional contexts. Instructors identify key enablers such as simplicity, clarity, and efficiency, as well as barriers like the limited reading emphasis in certain courses and student non-compliance, offering a view of the challenges and successes in integrating new pedagogical approaches. Additionally, an analysis based on Ajzen's TPB shows mixed influences of attitudes, social norms, and perceived behavioral control on instructors' intentions to use these strategies.



## CHAPTER 5

### DISCUSSION

The purpose of this study was to focus on reading strategies that Cochise College faculty have acquired through a pedagogical class and their participation in a concurrent CoP. This research explores faculty members' perspectives on applying these strategies with students and their challenges in implementing new teaching practices. Further, the study investigates potential relations among participants' attitudes, subjective norms, and perceived behavioral control. This section summarizes the study's overall findings by the research question, outlines its limitations and transferability, discusses the implications for educational practice and future research, and the lessons learned. The following four research questions guided my study.

RQ1) Following participation in a formal class in pedagogy and the Cochise Reading Strategies Collective (CRSC), which reading strategies focused on content area do instructors at Cochise College employ in their instructional settings?

RQ2) Following participation in a formal class in pedagogy and the CRSC, how are instructors at Cochise College integrating content-area reading strategies into their classroom practices?

RQ3) Following participation in a formal class in pedagogy and the CRSC, what do participating instructors at Cochise College identify as enabling factors and barriers influencing their application of learned pedagogical strategies?

RQ4) Following participation in a formal class in pedagogy and the CRSC, to what extent do the three key determinants of intention—attitudes, social

norms, and perceived behavioral control—influence Cochise College instructors' utilization of content-area reading strategies in their teaching?

### **Research Question 1: Reading Strategy Choices**

Initially, participants predominantly employed conventional reading strategies, emphasizing preparation and engagement with the text before classroom interaction. While foundational, this approach often depended heavily on student self-motivation and did not guarantee deep engagement or critical thinking. Participants reported choosing these strategies due to a lack of awareness of other options. After participating in the pedagogical class and CRSC, they noticeably shifted towards using or planning to use the reading strategies they had first practiced as students in the pedagogical class. This initial experience allowed them to understand the impact a particular reading strategy had on their learning and, subsequently, how it could help their students' learning.

The change in approach at Cochise College reflects the broader educational discourse on reading skills in higher education. Appatova and Horning (2023) contend that improving reading skills at the college level is urgent, particularly given the diminishing presence of developmental reading courses. They highlight the critical role faculty in various disciplines play in equipping students with the necessary reading skills for academic success. This context is particularly relevant to the shifts observed at Cochise College, where instructors moved from basic to more sophisticated reading strategies following the innovation.

### **Research Question 2: Reading Strategy Implementation**

The strategies should possess the following attributes when helping instructors learn new reading strategies. Firstly, instructors should be able to learn these strategies easily and quickly. Secondly, the strategies should integrate seamlessly into current class routines and curricula. Thirdly, instructors should be

able to modify or adapt these strategies to align with course content. Providing participants with strategies that embody these characteristics increases their likelihood of adoption. The significance of this approach lies in its impact on student learning, as integrating reading strategies with classroom assignments enhances students' educational experience. Appatova and Horning (2023) emphasize the importance of this approach to developing critical literacy in their article.

If students are taught how to do assigned reading efficiently and effectively, they might actually complete the assigned work, come to class knowing key concepts and background information, and be successful in learning course material. Faculty should see helping students with reading as a way to meet their own classroom goals (p. 101).

This study found that participants either used or planned to use three specific strategies that meet the above criteria: the 3-2-1 protocol, the Golden Lines strategy, and the SQ3R technique. Participants have effectively adapted these strategies for various classroom contexts, utilized as either homework assignments or in-class activities. The versatility of these methods becomes apparent through their practical application by participants to achieve specific educational objectives and address student needs.

### **Research Question 3: Enablers and Barriers to Strategy Integration**

Exploring enablers and barriers in implementing reading strategies provides insights into their integration. Participants identify clarity and simplicity as essential enablers for adopting these strategies. They experimented with various reading strategies, but ultimately, they predominantly utilized or intended to use the simplest ones: the 3-2-1 Protocol and Golden Lines. Participants also tried the Think Write, Metacognitive Reading Log, and the Key Understandings, Muddiest Points, Burning Questions, and Connections/Applications (KMBC) strategies (See Appendix B). However, they may have perceived these as less beneficial for their learning,

more challenging to implement, less modifiable or adaptable, or unsuitable for the course content.

A significant barrier identified was the limited focus on reading in specific disciplines, particularly in production-centered courses such as music and digital media arts. This lack of emphasis on reading in the curriculum presents challenges in integrating reading strategies, as illustrated by participants' reflections on the limited reading requirements in their classes.

A further challenge was students' failure to complete reading assignments and associated tasks, undermining the effectiveness of the strategies. This issue points to the need for strategies that not only engage students but also ensure compliance and completion, as non-compliance can significantly diminish the impact of these strategies.

#### **Research Question 4: Relation Between the Direct Determinants of Intention**

The innovation had a differential impact on participants' evaluations of the benefits and drawbacks of reading strategies. A decrease in attitude may stem from realizing the practical challenges in applying these strategies or a mismatch between the strategies and the teaching context, for example, little reading in the course. In contrast, the increases in attitude imply enhanced appreciation or perceived utility of the strategies after experiencing them in practice.

An increase in social norms could indicate a context where a heightened awareness or value is placed on innovative pedagogical approaches. In contrast, a slight decrease might signal a shift in the perceived value of these strategies within the participant's teaching context.

A perceived behavioral control increase might indicate an enhanced capability or resources to employ reading strategies, perhaps due to the knowledge and skills gained during the pedagogical course and CoP. Conversely, a decrease could reflect a

more realistic appraisal of the challenges in implementing these strategies, highlighting the complexities that become apparent with more profound understanding and attempted application.

Intention, a critical predictor of behavior in the TPB, did not uniformly align with changes in the other constructs. This disparity suggests that intentions to implement reading strategies are influenced by many factors beyond attitudes, social norms, and perceived control. It points to the potential impact of other external factors, personal priorities, or contextual constraints not captured in the survey.

Multiple dynamics exist between the direct determinants of intention and the adoption of reading strategies. The varied impact of the innovation on participants' attitudes, social norms, perceived behavioral control, and intentions underscores the complexity of educational innovations. The contrasting experiences of the participants reflect the significant role of personal and contextual factors in shaping educational decisions.

### **Communities of Practice**

Research confirms that CoPs offer a supportive environment for sharing experiences, knowledge, and resources, enabling instructors to collaboratively explore and implement new reading strategies. In their research on effective teacher-professional learning, Timperley et al. (2007) state, "Opportunities to participate in a professional community of practice were more important than place...Effective communities provided teachers with opportunities to process new understandings and challenge problematic beliefs, focusing on analysing the impact of teaching on student learning" (p. xxvii). This statement highlights how CoPs actively facilitate participation and ensure their effectiveness in promoting pedagogical change.

In the CRSC CoP, both the participants and I actively engaged in learning. In my role, the CoP facilitated my growth as a leader among colleagues, a challenging balance when assessing peers' work.

The essential nature of professional development within the CoP is evident, as highlighted by a participant.

What I feel is most valuable is what I talked about in the first and only in-person meeting - the idea of a cohort of peers. That is what is missing in post-graduate school for me as an instructor and having peers to discuss ideas with each week.

This perspective shows the multifaceted discussions in our CoP, which extended beyond reading strategies to encompass topics such as classroom management, institutional requirements, and curriculum revision. These dialogues not only enriched individual participants but also fostered a collective understanding of various challenges and opportunities within education. Additionally, participants demonstrated their commitment to CoP meetings by consistently attending and often exceeding the scheduled time, reflecting the value they placed on these gatherings.

One example of the value of the CoP occurred in the discussions regarding eliciting more in-depth responses from students by using reading strategies. Participants actively engaged in collaborative dialogue, sharing their diverse experiences regarding the implementation of reading strategies. The participants noted that using reading strategies encouraged their students to think deeper about the text and make connections to the reading. These exchanges helped participants' understanding of various approaches and challenges encountered by others, thereby contributing to the collective pedagogical learning of the CoP. Further, the interaction among faculty from different disciplines facilitated the exchange of ideas and approaches, offering new and different perspectives. For example, a CTE instructor shared with the liberal arts instructors how he used the 3 2 1 Protocol in his classroom to foster understanding of technical content. This interdisciplinary

conversation not only enriched the educational dialogue but also encouraged a culture of collaboration for the CoP.

### **Limitations and Transferability**

A significant limitation involved the potential number of participants and faculty in a rural community college. The small sample size raises concerns about the generalizability of the findings. In action research, the ability to apply results to a broader population influences the study's validity and impact. However, the limited participants question the generalizability of the conclusions, potentially reducing the study's applicability beyond the immediate research setting.

The study's timeframe also presented a notable limitation. The course and CoP might have needed extended weeks to months to observe and fully understand the implemented strategies' long-term effects. In educational research, where practice and outcome changes often occur over extended periods, this time-based limitation can hinder understanding the impacts of reading strategies. Consequently, the study might offer limited or incomplete conclusions about the effectiveness of these strategies, not accounting for their long-term viability or potential delayed effects.

Additionally, conducting the study in a specific institutional context introduced further limitations. Cochise College, an HSI, stands out because it occupies a rural setting in southern Arizona, comprising two primary campuses and four regional centers. Its proximity to the U.S.-Mexico border enriches the college with a cultural environment conducive to cross-cultural exchange and learning. These unique features, encompassing cultural, demographic, and organizational aspects, might restrict the applicability of the findings to other contexts. Although the study provides insights pertinent to Cochise College, one must exercise caution when extending these findings to different educational environments.

The last limitation is that I did not directly observe participants implementing these reading strategies, therefore I could not verify what was occurring in the classrooms through observations. I relied on self-reported data. To mitigate this, I worked to build relations within the CoP that were based on trust and motivation.

### **Potential Future Research**

The study presented shows the significance of professional development in increasing the use of reading strategies, focusing on community colleges. It is evident from the completion of this action research cycle that there is a pressing need for subsequent research cycles in the future. The knowledge and insights gained from this study have been instrumental in refining my skills in innovation, teaching, and research practices.

Future research endeavors could delve into the prolonged impact of reading strategies on student learning outcomes, how they are used in the classrooms, and their impact on teaching style. An area in need of exploration is the role of technology and digital tools, especially artificial intelligence, in augmenting these reading strategies, which could provide crucial insights into the continuously evolving domain of educational pedagogy.

The study also reveals discrepancies between the TPB constructs and actual intentions, indicating an area for further research and identifying and comprehending additional factors that influence instructors' decisions to integrate reading strategies. Research that explores personal experiences, institutional constraints, and other contextual elements could yield more profound insights into these dynamics.

Cochise College could initiate the next action research study by expanding the eight-week innovation into a two-semester professional development course. Participants would engage in face-to-face meetings once a month to acquire reading strategies and pedagogical best practices. Subsequently, they would have ample



time within the month to apply their newfound knowledge. In alternate weeks, participants would meet via Zoom for a community of practice sessions. During these meetings, they would deliberate on the progress of implementation and identify both enablers and barriers. These bi-monthly gatherings would foster collaboration among colleagues and provide structured assistance throughout two semesters.

### **Lessons Learned**

The lessons learned from this dissertation process have been personally transformative, significantly enhancing my capabilities as a teacher, researcher, and student. An important realization emerged regarding the varied extent of reading across different classes. Understanding the reading content in other disciplines showed the distinct individuality inherent in each field and the need for a more robust understanding of individual disciplines. Often in educational environments, there is a tendency to operate within isolated silos; this dissertation facilitated a departure from such isolation for me, broadening my pedagogical perspective.

Another lesson learned has led me to a reevaluation of the course content and the need for future modifications. The concept of a one-size-fits-all course is being reimagined in favor of more flexible approaches, such as modular options that participants can select. These could include choices of modules like online teaching, hybrid models, reading and writing across the curriculum, using artificial intelligence, and innovative assessment methods. Shanahan and Shanahan (2008) recommend a similar scenario regarding reading strategies.

Traditional efforts to encourage every content-area teacher to be a reading teacher by pressing them to teach general-purpose strategies have neither been widely accepted by teachers in the disciplines nor particularly effective in raising reading achievement on a broad scale. More recent treatments and the data from this study suggest that as students move through school, reading and writing instruction should become increasingly disciplinary, reinforcing and supporting student performance with the kinds of texts and interpretive standards that are needed in the various disciplines or subjects (p. 57).

In reflecting upon my role as a reading instructor at Cochise College, I have often contemplated the extent to which I effectively utilize my position to share my expertise in reading strategies among my colleagues. This introspection is particularly relevant given that the innovation at the heart of my practice is based on this premise. Stahl and Armstrong (2018) call for the importance of roles similar to mine within educational institutions.

This calls for a new mission for college reading experts that takes them away from the silo focused on traditional skills-oriented courses to a role of chief professional development specialists supporting the contextualization of reading and learning competencies in classes, the integration of the disciplinary literacy theories and practices in all class across the institution, and the delivery of professional development (for both faculty and graduate teaching assistants) and literacy-oriented services across the academic community (p. 59).

This suggestion for literacy-oriented services helped me realize that I could expand my role by offering in-class coaching sessions in reading strategies to my colleagues. By actively participating in a classroom with another instructor, I could share my knowledge and model teaching strategies, potentially leading to instructional change at Cochise College.

## **Conclusion**

In conclusion, this study has revealed significant insights into how Cochise College faculty members have adopted and integrated reading strategies after participating in a pedagogical class and a concurrent CoP. The findings show a marked transition from traditional to more advanced reading strategies, highlighting the transformative effect of professional development on teaching methods. The study highlights the adaptability and effectiveness of strategies such as the 3-2-1 protocol, the Golden Lines strategy, and the SQ3R technique in various classroom settings, underlining their importance in enhancing student engagement and critical literacy.

Investigating factors enabling and hindering the integration of reading strategies illuminates the complexities of applying pedagogical innovations. The adoption of these strategies largely depended on their simplicity and flexibility, while challenges like discipline-specific reading demands and student compliance highlighted the necessity for contextually suitable methods. Additionally, the study reveals the significant role of a CoP in professional development, offering supportive environments for collaborative learning and the trial of new strategies.

The findings emphasize the need to consider discipline-specific reading needs in developing reading strategies and advocate for flexible, context-driven approaches in professional development. As educational paradigms evolve, the roles of reading instructors and college reading experts must also change to support incorporating disciplinary literacy theories and practices in various subjects (Shanahan & Shanahan, 2008; Stahl & Armstrong, 2018). This study contributes to the ongoing conversation about enhancing reading skills in higher education and the critical role of faculty development in promoting a culture of continual learning and pedagogical advancement.

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APPENDIX A  
RECRUITMENT LETTER

Dear Colleague:

My name is Cathy Matthesen, and I am a doctoral student under the direction of Professor Sherman Dorn at the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am conducting a research study on community college faculty's intent to use reading strategies in their classrooms after a course in pedagogy.

I am inviting your participation, which will involve participating in an eight-week, multi-modal college course. During this course, there will be class discussions, forums, assignments, and ZOOM meetings. You have the right not to answer any question, and to stop participation at any time.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, it will have no influence on your standing at Cochise College or your grade in "College Teaching".

The benefit to participation is the opportunity for you to reflect on and think more about how you would use reading strategies in your classroom. There are no foreseeable risks or discomforts to your participation.

Your responses will be confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used.

I would like to record the ZOOM sessions. The ZOOM sessions will not be recorded without your permission. Please let me know if you do not want the ZOOM sessions to be recorded; you also can change your mind after the ZOOM session starts, just let me know.

If you have any questions concerning the research study, please contact the research team at: Sherman Dorn at [Sherman.dorn@asu.edu](mailto:Sherman.dorn@asu.edu) or 602-543-6379 or Cathy Matthesen at [matthesenc@cochise.edu](mailto:matthesenc@cochise.edu) or [cjmatth5@asu.edu](mailto:cjmatth5@asu.edu) or 605-431-3763.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please let me know if you wish to be part of the study.

Thank you,  
Cathy Matthesen, Doctoral Student  
Sherman Dorn, Professor  
By signing below, you agree to be part of the study.

Name:

Signature:

Date:

APPENDIX B  
READING STRATEGIES

# 3-2-1 PROTOCOL

Use the spaces below to record your responses to the protocol questions.

Write down at least 3 things from your assignment that you feel are especially important.

Write down at least 2 ideas from your assignment that were new to you.

List at least 1 question you still have about the assignment.

# Golden Lines PROTOCOL

What is a **GOLDEN LINE**? A **GOLDEN LINE** is any line in the text that emphasizes the author's message, strikes you as interesting or well-articulated, resonates with you in some way (e.g., reminds you of an experience, or helps you connect personally to the text).

Please choose 2 **GOLDEN LINES** from the text we are discussing and analyzing.

Golden Line 1 (paragraph/page)
Please explain why you chose each golden line. How does it relate to our reading?
Why does this line speak to you and in what ways?

Golden Line 2 (paragraph/page)
Please explain why you chose each golden line. How does it relate to our reading?
Why does this line speak to you and in what ways?

# Metacognitive Reading Log

<b>Important Ideas and Information in the Text (p.)</b>	<b>My Thoughts, Feelings, Questions</b>

# KMBC

## **Key Understandings, Muddiest Points, Burning Questions, and Connections/Applications (KMBC)**

KMBCs will allow you and your instructor to comprehend how well you have understood the material in the reading(s). After completing each reading for which a KMBC is required, please develop a brief KMBC using the following format.

<b>Key Understandings</b>	Please provide 3-6 bullet points about your key understandings from the readings.
<b>Muddiest Points</b>	Please list/describe the muddiest points in the readings. List/describe them by using bullet points or brief segments of text, say 1-2 or 3 sentences for each muddy point.
<b>Burning Questions</b>	Please list any burning questions you have about the readings
<b>Connections/Applications</b>	Please make one or two connections/applications of concepts from the readings to your own teaching and work

# Active reading strategy

**S Q 3 R**

## **SURVEY**

Skim the text and find the main ideas.

*What can I learn from the text?*

## **QUESTION**

Think about what you already know about the topic

*What do I hope to learn from the text?*

## **READ**

Look for answers to your questions.

## **RECITE**

Consider what you want to remember from the

## **RECALL**

Reread your notes and link the information with your own experience.



APPENDIX C  
SURVEYS

## **Retrospective Survey Questions**

### ***Demographics***

1. How long have you been teaching at Cochise College?
2. In which area do you teach? Check all that apply.
3. How many years have you been teaching?
4. What grades/levels have you taught? Check all that apply.
5. Create a unique identification code. This code will only be used to match your pre-survey with your post-survey. Use the first three letters of your mother's name and the last four digits of your phone number. (For example, my mother's name is Carol, and my phone number is 605-642-2075. My unique code would be CAR2075.)

### ***Attitudes***

1. Prior to participating in the College Teaching course, I valued the use of content area reading strategies, so students could learn effectively.
2. Prior to participating in the College Teaching course, I thought the use of content area reading strategies was beneficial to students.
3. Prior to participating in the College Teaching course, I appreciated the usefulness of content area reading strategies to facilitate students' learning.
4. Prior to participating in the College Teaching course, I appreciated the usefulness of content area reading strategies to facilitate students' learning.
5. Prior to participating in the College Teaching course, I believed the use of content area reading strategies was important for my students to learn course content.

### ***Subjective Norms***

6. Prior to participating in the College Teaching course, adjunct colleagues at Cochise Community College would have expected me to implement content area reading strategies so students would learn effectively.
7. Prior to participating in the College Teaching course, my department chair at Cochise Community College would have expected me to employ content area reading strategies to facilitate students' learning.
8. Prior to participating in the College Teaching course, full-time faculty members at Cochise Community College would have expected me to use content area reading strategies to support my students' learning.
9. Prior to participating in the College Teaching course, my students at Cochise Community College would have expected me to provide them with strategies that would aid their learning of the course content.
10. Prior to participating in the College Teaching course, administrators at Cochise Community College would have expected me to support my students' learning of course content.

### ***Self-Efficacy (Perceived Behavioral Control)***

11. Prior to participating in the College Teaching course, I was confident I could teach content area reading strategies to students.
12. Prior to participating in the College Teaching course, I believed I could teach content area reading strategies to students.
13. Prior to participating in the College Teaching course, I was self-assured I could teach content area reading strategies to students.
14. Prior to participating in the College Teaching course, I was certain I could use my knowledge and skills to successfully teach content area reading strategies to students.

15. Prior to participating in the College Teaching course, I was certain I could support students in using content area reading strategies.

***Intention***

16. Prior to participating in the College Teaching course, I intended to use content area reading strategies with students.
17. Prior to participating in the College Teaching course, I planned to use content area reading strategies in my courses.
18. Prior to participating in the College Teaching course, I anticipated using content area reading strategies in my teaching.
19. Prior to participating in the College Teaching course, I expected to use content area reading strategies in my classes.
20. Prior to participating in the College Teaching course, I thought I would use content area reading strategies to facilitate student learning.

***Open-ended***

1. Prior to participating in the College Teaching course, what more would you like to share about using content area reading strategies?

## **Post-Innovation Survey Questions**

### ***Demographics***

1. How long have you been teaching at Cochise College?
2. In which area do you teach? Check all that apply.
3. How many years have you been teaching?
4. What grades/levels have you taught? Check all that apply.
5. Create a unique identification code. This code will only be used to match your pre-survey with your post-survey. Use the first three letters of your mother's name and the last four digits of your phone number. (For example, my mother's name is Carol, and my phone number is 605-642-2075. My unique code would be CAR2075.)

### ***Attitudes***

1. I value the use of content area reading strategies, so students learn effectively.
2. I think the use of content area reading strategies is beneficial to students.
3. I appreciate the usefulness of content area reading strategies to facilitate students' learning.
4. I like to teach the use of content area reading strategies to students.
5. I believe the use of content area reading strategies is important for my students to learn course content.

### ***Subjective Norms***

6. Adjunct colleagues at Cochise Community College would expect me to implement content area reading strategies so students would learn effectively.
7. My department chair at Cochise Community College would expect me to employ content area reading strategies to facilitate students' learning.
8. Full-time faculty members at Cochise Community College would expect me to use content area reading strategies to support my students' learning.
9. My students at Cochise Community College would expect me to provide them with strategies that will aid their learning of the course content.
10. Administrators at Cochise Community College would expect me to support my students' learning of course content.

### ***Self-Efficacy (Perceived Behavioral Control)***

11. I am confident I can teach content area reading strategies to students.
12. I believe I can teach content area reading strategies to students.
13. I am self-assured that I can teach content area reading strategies to students.
14. I am certain I can use my knowledge and skills to successfully teach content area reading strategies to students.
15. I am certain I can support students in using content area reading strategies.

### ***Intention***

16. I intend to use content area reading strategies with students.
17. I plan to use content area reading strategies in my courses.
18. I anticipate using content area reading strategies in my teaching.
19. I expect to use content area reading strategies in my classes.
20. I think I will use content area reading strategies to facilitate student learning.

### ***Open-ended***

1. What more would you like to share about using content area reading strategies?

APPENDIX D  
INTERVIEWS

## Interview Questions

### ***Demographics***

1. Tell me about your teaching.
2. Tell me about how you came to Cochise College.
3. Tell me about your teaching at Cochise College.

### ***Retrospective, pre-intervention assessment***

4. Prior to taking the "College Teaching" course, tell me about your use of reading strategies in your teaching.
5. After taking the "College Teaching" course, tell me about your use of reading strategies in your teaching.

### ***Research question #1***

6. Tell me about the kinds of reading strategies you use in your teaching.
7. Which ones work best for your students?
8. With which ones do your students struggle?
9. What are other reading strategies that you would like to try?

### ***Research question #2***

10. Show me where you chose to integrate a reading strategy.
11. What was your thinking about this?
12. Why did you choose this?
13. How was it received?
14. What went well?
15. How would implement it again?

### ***Research question #3***

16. Tell me what enabled you or made it easy for you to integrate reading strategies in your teaching.
17. Tell me about any barriers or difficulties you encountered when integrating reading strategies in your teaching.

### ***Research question #4***

18. Tell me about the advantages of using reading strategies in your classroom.
19. Tell me about the disadvantages of using reading strategies in your classroom.
20. Tell me who would approve of you using reading strategies in your teaching.
21. Tell me who would disapprove of you using reading strategies in your teaching.
22. How do you feel about using reading strategies in your teaching?

### ***Open-ended***

23. What else would you like to share about the topic?

APPENDIX E  
IRB APPROVAL



## Conducting Research at Cochise College

For Institutional Review Board (IRB) purposes, research is defined as a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.

Anyone proposing to conduct research at Cochise College, including analysis of institutional data, surveys, interviews, and/or focus groups, must first seek administrative approval from their Dean, and from the Office of Institutional Research. Additionally, college staff who are conducting research in the community must also have their research projects reviewed.

Research projects that do not include direct contact with human subjects may be exempt from full IRB review if they are conducted by a college instructor in their class(es), by departmental personnel within their own department, and/or if the data collected does not contain individually identifiable information. However, the investigator may **not** self-determine if their project is exempt, and must submit the appropriate paperwork for review and approval before beginning project work. Secondary analysis projects, where Cochise College student or institutional data is to be accessed and analyzed, must be submitted for review.

### How to Submit

Proposals for research projects should be submitted to the Executive Director of Institutional Research. Email submissions are strongly encouraged and should be sent to [ie@cochise.edu](mailto:ie@cochise.edu).

Proposals should be submitted using the appropriate forms (listed in the following section). Any and all additional materials should be submitted as a single Word or PDF file.

Proposals may be submitted for review at any time, and are reviewed as they are received.

### What Forms Do I Need to Submit?

- Project Description Form (starts on page 2)
- Faculty Advisor Attestation Form (if applicable)
  - If the investigator is conducting research as part of a dissertation, thesis, or educational research project they must include a completed **Faculty Advisor Attestation Form** completed by their faculty advisor.
- Institutional Review Board Approval Form signed by applicable Dean or the Executive Vice President.
- Attach all materials such as survey instruments, interview questions, focus group outlines, consent forms, etc.

Any questions regarding the IRB process should be directed to the Executive Director of Institutional Research.





## Institutional Review Board Approval Form

Project Title:

INTENTION TO USE READING STRATEGIES IN COMMUNITY COLLEGE CLASROOMS

Primary Researcher:

CATHY JEANE MATTHESEN

I certify that I have reviewed the completed "Institutional Review Board Project Description" form for the above listed project and approve of the research to be conducted.

### Cochise College Dean or Executive Vice President of Academics

Printed Name: [Angela Garcia](#)

Signature:  DocuSigned by:  
570C681E2828460...

Date: 4/16/2023

### Cochise College Institutional Research Executive Director

Printed Name: [Janelle Simpson](#)

Signature:  DocuSigned by:  
Janelle Simpson  
17545082217441E...

Date: 4/17/2023

### Cochise College Dean of Academic Affairs

Printed Name: [Sheena Brown](#)

Signature:  DocuSigned by:  
Sheena Brown  
304C28DD5A6C452...

Date: 4/17/2023

EXEMPTION GRANTED

Sherman Dorn  
Division of Educational Leadership and Innovation - Tempe  
602/543-6379  
Sherman.Dorn@asu.edu

Dear [Sherman Dorn](#):

On 3/27/2023 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Using the Theory of Planned Behavior to Explore Community College Instructors' Intentions to Utilize Reading Strategies in Their Classrooms
Investigator:	<a href="#">Sherman Dorn</a>
IRB ID:	STUDY00017591
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"> <li>• Class activities 2023 03 24.pdf, Category: Participant materials (specific directions for them);</li> <li>• CRSC Consent form 2023 03 24.pdf, Category: Consent Form;</li> <li>• IRB Social Behavioral 24 03 2023.pdf, Category: IRB Protocol;</li> <li>• protocols and surveys 2023 03 16.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);</li> <li>• recruitment script 2023 03 16.pdf, Category: Recruitment Materials;</li> <li>• rubrics 2023 03 24.pdf, Category: Participant materials (specific directions for them);</li> <li>• Support email from Cochise College administrator 2023 03 16.pdf, Category: Off-site authorizations (school permission, other IRB approvals, Tribal</li> </ul>

	permission etc);
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The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2)(ii) Tests, surveys, interviews, or observation (low risk) on 3/27/2023.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

If any changes are made to the study, the IRB must be notified at [research.integrity@asu.edu](mailto:research.integrity@asu.edu) to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

Sincerely,

IRB Administrator

cc: Cathy Matthesen  
Cathy Matthesen