Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015**? **[Check all that apply]**

X	1. Critical thinking
X	2. Information literacy
X	3. Written communication
	4. Oral communication
X	5. Quantitative literacy
X	6. Inquiry and analysis
X	7. Creative thinking
X	8. Reading
	9. Team work
X	10. Problem solving
X	11. Civic knowledge and engagement
X	12. Intercultural knowledge and competency
X	13. Ethical reasoning
X	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
X	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

    a.

    b.

    c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

	1. Yes
X	2. No (Go to **Q1.5**)
	3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.5. Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

	1. Yes
X	2. No, but I know what the DQP is
	3. No, I don't know what the DQP is.
	4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs: We assessed critical analysis, integrative thinking, ability to assess effective communication to education stakeholders, understanding the professional role of educational leaders and research, practical applications of research, practice and policy, assessing knowledge and ethics in leadership, problem solving and applied learning for equity.	**Q1.2.1.** Do you have rubrics for your PLOs? [X] 1. Yes, for all PLOs [ ] 2. Yes, but for some PLOs [ ] 3. No rubrics for PLOs [ ] N/A, other (please specify):

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1): Critical analysis/thinking. In the Qualifying Exam, we examine the following: Where appropriate, the response demonstrates a clear and convincing critical analysis by: • Providing a thorough explanation of the problem. • Providing a convincing argument to either support or refute the case study's research design/application. When the research design/application is not provided, an appropriate and comprehensive alternative research design is described.	**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A

• Providing consistent evidence of recognizing the interchange between theory and practice and practice and theory. • Appropriately addressing the ethical implications of choices. Effectively identifying and addressing critical issues/facets not readily apparent in the case study.	

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

See Appendix I

Q2.4. Please indicate the category in which the selected PLO falls into.

X	1. Critical thinking
X	2. Information literacy
X	3. Written communication
	4. Oral communication
X	5. Quantitative literacy
X	6. Inquiry and analysis
X	7. Creative thinking
X	8. Reading
	9. Team work
X	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
X	13. Ethical reasoning
X	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
X	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Other:

	Q2.5	Q2.6	Q2.7

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In **SOME** course syllabi/assignments in the program that address the PLO	X	X	X
2. In **ALL** course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook	X	X	X
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	X
6. In the assessment or program review reports, plans, resources or activities	X		
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents	X	X	
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify: We have a course specifically designed to community PLOs in preparation for the qualifying exam taught by a tenured/tenure track faculty member each year.			

Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?	**Q3.2. If** yes, was the data **scored/evaluated** for this PLO in 2014-2015?
[X] 1. Yes [ ] 2. No (Skip to **Q6**) [ ] 3. Don't know (Skip to **Q6**) [ ] 4. N/A (Skip to **Q6**)	[X] 1. Yes [ ] 2. No (Skip to **Q6**) [ ] 3. Don't know (Skip to **Q6**) [ ] 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO? 1	Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]** Students sat for 8 hours for entire exam. Faculty met to synthesized and coordinate assessment approach relative to rubric. Two graders examined each PLO on the Qualifying Exam. Students were given pass, fail or revise. All students that were given a revise were then reviewed again by two faculty members and deemed pass or fail.

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO? [X] 1. Yes [ ] 2. No (Go to **Q3.7**) [ ] 3. Don't know (Go to **Q3.7**) Q3.3.2. Please attach the direct measure you used to collect data. Exam	Q3.3.1. Which of the following direct measures were used? **[Check all that apply]** [X] 1. Capstone projects (including theses, senior theses), courses, or experiences [ ] 2. Key assignments from required classes in the program [ ] 3. Key assignments from elective classes [ ] 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques [ ] 5. External performance assessments such as internships or other community based projects [ ] 6. E-Portfolios [ ] 7. Other portfolios [ ] 8. Other measure. Specify:

Q3.4. How was the data evaluated? **[Select only one]**
[ ] 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
[X] 2. Used rubric developed/modified by the faculty who teaches the class
[X] 3. Used rubric developed/modified by a group of faculty
[X] 4. Used rubric pilot-tested and refined by a group of faculty
[ ] 5. The VALUE rubric(s)
[ ] 6. Modified VALUE rubric(s)
[ ] 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?	Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?	Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?
[X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A	[X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A	[X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 10	Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? [X] 1. Yes [ ] 2. No [ ] 3. Don't know
Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]? All reviewed	Q3.6.1. How did you **decide** how many samples of student work to review? All reviewed

Q3.6.2. How many students were in the class or program? 15	Q3.6.3. How many samples of student work did you evaluate? 15	Q3.6.4. Was the sample size of student work for the direct measure adequate? [X] 1. Yes [ ] 2. No [ ] 3. Don't know

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7. Were indirect measures used to assess the PLO? [ ] 1. Yes [X] 2. No (Skip to **Q3.8**) [ ] 3. Don't know	Q3.7.1. Which of the following indirect measures were used? **[Check all that apply]** [ ] 1. National student surveys (e.g., NSSE) [ ] 2. University conducted student surveys (e.g. OIR)

Q3.7.2 **If** surveys were used, how was the sample size decided?		3. College/Department/program student surveys
		4. Alumni surveys, focus groups, or interviews
		5. Employer surveys, focus groups, or interviews
		6. Advisory board surveys, focus groups, or interviews
		7. Other, specify:
Q3.7.3. **If** surveys were used, briefly specify how you selected your sample.	Q3.7.4. **If** surveys were used, what was the response rate?	

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

| Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?
☐ 1. Yes
☒ 2. No (Go to **Q3.8.2**)
☐ 3. Don't know | Q3.8.1. Which of the following measures were used?
☐ 1. National disciplinary exams or state/professional licensure exams
☐ 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
☐ 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
☐ 4. Other, specify: |
| Q3.8.2. Were other measures used to assess the PLO?
☐ 1. Yes
☒ 2. No (Go to **Q3.9**)
☐ 3. Don't know (Go to **Q3.9**) | Q3.8.3. If other measures were used, please specify: |

Q3D: Alignment and Quality

| Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?
☒ 1. Yes
☐ 2. No
☐ 3. Don't know | Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?
☒ 1. Yes
☐ 2. No
☐ 3. Don't know |

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

8 students passed in the first round of assessment on the qualifying exam while 7 were given a revise.
After the second round of revision by students, who were given a week to revise, all 15 students met the standards.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes

Q4.3. For **selected** PLO, the student performance:

☐	1. **Exceeded** expectation/standard
X	2. **Met** expectation/standard
☐	3. **Partially** met expectation/standard
☐	4. **Did not meet** expectation/standard
☐	5. No expectation or standard has been specified
☐	6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

	1. Yes
X	2. No (Go to **Q6**)
	3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

	1. Yes
X	2. No
	3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals			X		
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan			X		
7. Annual assessment reports			X		
8. Program review		X			
9. Prospective student and family information					X
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)		X			
12. Program accreditation		X			
13. External accountability reporting requirement		X			
14. Trustee/Governing Board deliberations			X		
15. Strategic planning	X				
16. Institutional benchmarking					X
17. Academic policy development or modification			X		
18. Institutional Improvement			X		

19. Resource allocation and budgeting				X	
20. New faculty hiring				X	
21. Professional development for faculty and staff			X		
22. Recruitment of new students			X		
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.
In our strategic planning conversation in faculty meeting we have discussed potential revising courses in the typical sequence for the course to better align with the assessment.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**
  N/A

Q7. What PLO(s) do you plan to assess next year?

	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
	a.
	b.
	c.

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix I PLO demonstration

Appendix II Exam example

Appendix III Revised Exam example

Appendix IV Qualifying Exam rubric

Program Information

P1. Program/Concentration Name(s): EDD **P1.1.** Report Authors: Julian Vasquez Heilig	**P2.** Program Director: Julian Vasquez Heilig **P2.1.** Department Chair:
P3. Academic unit: Department, Program, or College: EDD	**P4.** College: College of Education
P5. Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:* 40	**P6.** Program Type: **[Select only one]** ☐ 1. Undergraduate baccalaureate major ☐ 2. Credential ☐ 3. Master's degree ☒ 4. Doctorate (Ph.D./Ed.d) ☐ 5. Other. Please specify:
Undergraduate Degree Program(s): **P7.** Number of undergraduate degree programs the academic unit has: 0 **P7.1.** List all the name(s): **P7.2.** How many concentrations appear on the diploma for this undergraduate program?	*Master Degree Program(s):* **P8.** Number of Master's degree programs the academic unit has: 0 **P8.1.** List all the name(s): **P8.2.** How many concentrations appear on the diploma for this master program?
Credential Program(s): **P9.** Number of credential programs the academic unit has: 0 **P9.1.** List all the names:	*Doctorate Program(s)* **P10.** Number of doctorate degree programs the academic unit has: 1 **P10.1.** List all the name(s): EDD Education Leadership

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan

								1. Yes	2. No	3. Don't Know
P11. Developed			X							
P12. Last updated									X	
P13. Have you developed a curriculum map for this program?								X		
P14. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?								X		
P15. Does the program have any capstone class?								X		
P16. Does the program have **ANY** capstone project?								X		

Appendix I: PLO Demonstration

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(1) Critical Analysis	Where appropriate, the response demonstrates a clear and convincing critical analysis by: • Providing a thorough explanation of the problem. • Providing a convincing argument to either support or refute the case study's research design/application. When the research design/application is not provided, an appropriate and comprehensive alternative research design is described. • Providing consistent evidence of recognizing the interchange between theory and practice and practice and theory. • Appropriately addressing the ethical implications of choices. • Effectively identifying and addressing critical issues/facets not readily apparent in the case study.	The response demonstrates an insufficient analysis by: • Providing a superficial explanation of the problem. • Providing a weak argument to either support or refute the case study's research design/application. When the research design/application is not provided, an appropriate but incomplete alternative research design is provided. • Providing some evidence of recognizing the interchange between theory and practice and practice and theory. • Insufficiently addressing the ethical implications of choices. • Insufficiently identifying and addressing critical issues/facets not readily apparent in the case study	The response demonstrates an inadequate critical analysis by: • Providing an incorrect or inappropriate explanation of the problem, or none at all. • Providing an inappropriate or incomplete argument to either support or refute the case study's research design/application. When the research design/application is not provided, an inappropriate alternative research design, or none at all is provided. • Providing little or no evidence of recognizing the interchange between theory and practice and practice and theory. • Inadequately addressing the ethical implications of choices. • Inadequately identifying and/or addressing critical issues/facets not readily apparent in the case study

Appendix II: Qualifying Exam Rubric

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(1) Critical Analysis	Where appropriate, the response demonstrates a clear and convincing critical analysis by: • Providing a thorough explanation of the problem. • Providing a convincing argument to either support or refute the case study's research design/application. When the research design/application is not provided, an appropriate and comprehensive alternative research design is described. • Providing consistent evidence of recognizing the interchange between theory and practice and practice and theory. • Appropriately addressing the ethical implications of choices. • Effectively identifying and addressing critical issues/facets not readily apparent in the case study.	The response demonstrates an insufficient analysis by: • Providing a superficial explanation of the problem. • Providing a weak argument to either support or refute the case study's research design/application. When the research design/application is not provided, an appropriate but incomplete alternative research design is provided. • Providing some evidence of recognizing the interchange between theory and practice and practice and theory. • Insufficiently addressing the ethical implications of choices. • Insufficiently identifying and addressing critical issues/facets not readily apparent in the case study	The response demonstrates an inadequate critical analysis by: • Providing an incorrect or inappropriate explanation of the problem, or none at all. • Providing an inappropriate or incomplete argument to either support or refute the case study's research design/application. When the research design/application is not provided, an inappropriate alternative research design, or none at all is provided. • Providing little or no evidence of recognizing the interchange between theory and practice and practice and theory. • Inadequately addressing the ethical implications of choices. • Inadequately identifying and/or addressing critical issues/facets not readily apparent in the case study

Key evidence that supports the assigned scoring:

Grade:_____

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(2) Integrative Thinking	Where appropriate, response clearly incorporates the following elements by:	When addressed, the response insufficiently incorporates the following elements by:	The response inadequately incorporates evidence of the following elements by:
	• Providing a thorough analysis of relevant economic concepts.	• Providing a superficial analysis of relevant economic concepts.	• Providing an inappropriate or unclear analysis of relevant economic concepts, or none at all.
	• Providing a thorough analysis of relevant budgeting and organizational concepts.	• Providing a superficial analysis of relevant budgeting and organizational concepts.	• Providing an inappropriate or unclear analysis of relevant budgeting and organizational concepts, or none at all.
	• Providing a thorough analysis of the socio-political environment.	• Providing a superficial analysis of the socio-political environment.	• Providing an inappropriate or unclear analysis of the socio-political environment, or none at all.
	• Providing a thorough analysis of the cultural context.	• Providing a superficial analysis of the cultural context.	• Providing an inappropriate or unclear analysis of the cultural context, or none at all.
	• Providing a thorough analysis of the legal context.	• Providing a superficial analysis of the legal context.	• Providing an inappropriate or unclear analysis of the legal context, or none at all.

Key evidence that supports the assigned scoring:

Grade:_____

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(3) Effective Communication to K-14 Stakeholders	Where appropriate, the response demonstrates mastery of the following elements by: • Maintaining a professional tone that is appropriate to the audience and purpose of the writing. • Presenting a clearly organized and focused response to the Case Study Analysis Framework. The writer's progression of ideas is coherent and logical. • Maintaining consistent control of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing, APA guidelines) and using conventions effectively to enhance readability. Errors tend to be few. • Exhibiting an awareness that leadership discourse requires clarity of thought, honesty of intent, and a sense of respect in order for effective communication with all stakeholders to take place, especially with the diverse communities one serves or wishes to serve.	The response demonstrates insufficient mastery of the following elements by: • Inconsistently maintaining a professional tone that is appropriate to the audience and purpose of the writing. • Presenting a response to the Case Study Analysis Framework that may contain minor organizational flaws (digressions or repetitions). Ideas flow logically through most of the response, but ideas may not be fully developed or explained. • Maintaining adequate control over standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing, APA guidelines). Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and may impair readability. • Inconsistently exhibiting an awareness that leadership discourse requires clarity of thought, honesty of intent, and a sense of respect in order for effective communication with all stakeholders to take place, especially with the diverse communities one serves or wishes to serve. • Inconsistently exhibiting an understanding that culture, values, and beliefs seriously	The response demonstrates inadequate mastery of the following elements by: • Failing to maintain a professional tone that is appropriate to the audience and purpose of the writing. • Presenting a response to the Case Study Analysis Framework that makes attempts at organization, but the overall progression of ideas is confusing or illogical. • Making errors in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing, APA guidelines) that repeatedly distract the reader and make the text difficult to read. • Failing to exhibit an awareness that leadership discourse requires clarity of thought, honesty of intent, and a sense of respect in order for effective communication with all stakeholders to take place, especially with the diverse communities one serves or wishes to serve. • Failing to exhibit an understanding that culture, values, and beliefs seriously influence the way we

• Exhibiting an understanding that culture, values, and beliefs seriously influence the way we communicate and the way others perceive our message.	influence the way we communicate and the way others perceive our message.	communicate and the way others perceive our message.
• Exhibiting an understanding that effective leadership discourse communicates at multiple levels--depending on the context, expectations, and needs of the diverse communities and stakeholders involved.	• Inconsistently exhibiting an understanding that effective leadership discourse communicates at multiple levels--depending on the context, expectations, and needs of the diverse communities and stakeholders involved.	• Failing to exhibit an understanding that effective leadership discourse communicates at multiple levels--depending on the context, expectations, and needs of the diverse communities and stakeholders involved.

Key evidence that supports the assigned scoring:

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(4) Understanding Professional Role	Where appropriate, the response offers a clear and convincing explanation of the following elements by: • Providing a thorough discussion of the role of federal/California policy context. • Providing a thorough discussion of the role of public/private/non-profit sectors. • Providing a thorough discussion of the role and ethics of the education workplace. • Providing a thorough discussion of the role of parent/community engagement. • Providing a thorough discussion of the role of stakeholder accountability.	When addressed, the response offers an insufficient explanation of the following elements by: • Providing a superficial discussion of the role of federal/California policy context. • Providing a superficial discussion of role of public/private/non-profit sectors. • Providing a superficial discussion of the role and ethics of the education workplace. • Providing a superficial discussion of the role of parent/community engagement. • Providing a superficial discussion of the role of stakeholder accountability.	The response offers an inadequate explanation of the following elements by: • Providing an inappropriate or unclear discussion of the role of federal/California policy context, or none at all. • Providing an inappropriate or unclear discussion of the role of public/private/non-profit sectors, or none at all. • Providing an inappropriate or unclear discussion of the role and ethics of the education workplace, or none at all. • Providing an inappropriate or unclear discussion of the role of parent/community engagement, or none at all. • Providing an inappropriate or unclear discussion of the role of stakeholder accountability, or none at all.

Key evidence that supports the assigned scoring:

Grade:_____

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(5) Practical Applications	Where appropriate, the response offers a clear and convincing recognition of the following elements by: • Providing a thorough discussion of the data collection and analysis processes. • Providing a thorough explanation of the relationship between and significance of the influence of data on decision and policy making processes. • Providing a thorough discussion of the role of supervision, evaluation, and professional development. • Providing a thorough discussion of the role of collective bargaining, appraisal, and compensation,	When addressed, the response offers an insufficient recognition of the following elements by: • Providing a superficial discussion of the data collection and analysis processes. • Providing a superficial explanation of the relationship between and significance of the influence of data on decision and policy making processes. • Providing a superficial discussion of the role of supervision, evaluation, and professional development. • Providing a superficial discussion of the role of collective bargaining, appraisal, and compensation.	The response offers an inadequate recognition of the following elements by: • Providing an inappropriate or unclear discussion of the data collection and analysis processes, or none at all. • Providing an inappropriate or unclear explanation of the relationship between and significance of the influence of data on decision and policy making processes, or none at all. • Providing an inappropriate or unclear discussion of the role of supervision, evaluation, and professional development, or none at all. • Providing an inappropriate or unclear discussion of the role of collective bargaining, appraisal, and compensation, or none at all.

Key evidence that supports the assigned scoring:

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(6) Leadership	Where appropriate, the response clearly and convincingly demonstrates an understanding of the following elements by: • Providing a thorough discussion of the role of an organization's mission. • Providing a thorough discussion of the role of strategic planning and management. • Providing a thorough discussion of the role of conflict resolution and problem solving. • Providing a thorough discussion of the role of collaboration and team building, and the characteristics necessary for effective leadership.	When addressed, the response demonstrates an insufficient understanding of the following elements by: • Providing a superficial discussion of the role of an organization's mission. • Providing a superficial discussion of the role of strategic planning and management. • Providing a superficial discussion of the role of conflict resolution and problem solving. • Providing a superficial discussion of the role of collaboration and team building, and the characteristics necessary for effective leadership	The response demonstrates an inadequate understanding of the following elements by: • Providing an inappropriate or unclear discussion of the role of an organization's mission, or none at all. • Providing an inappropriate or unclear discussion of the role of strategic planning and management, or none at all. • Providing an inappropriate or unclear discussion of the role of conflict resolution and problem solving, or none at all. • Providing an inappropriate or unclear discussion of the role of collaboration and team building, and the characteristics necessary for effective leadership, or none at all.

Criteria	Pass: Provides consistently strong evidence	Revise: Provides evidence with some weaknesses	Fail: Provides little or no evidence
(7) Equity	Where appropriate, the response clearly and convincingly demonstrates a consideration of the following elements by: • Providing a thorough explanation of diversity and equity issues and their implications. • Providing a thorough discussion of the issues related to the promotion of access, retention, and equity. • Providing a thorough discussion of the issues related to undoing institutional barriers, setting high expectations, and culturally responsive instructional leadership. • Providing a thorough explanation of the intersection of language and education structures.	When appropriate, the response demonstrates an insufficient consideration of the following elements by: • Providing a superficial explanation of diversity and equity issues and their implications. • Providing a superficial discussion of the issues related to the promotion of access, retention, and equity. • Providing a superficial discussion of the issues related to undoing institutional barriers, setting high expectations, and culturally responsive instructional leadership. • Providing a superficial explanation of the intersection of language and education structures.	The response demonstrates an inadequate consideration of the following elements by: • Providing an inappropriate or unclear explanation of diversity and equity issues and their implications, or none at all. • Providing an inappropriate or unclear discussion of the issues related to the promotion of access, retention, and equity, or none at all. • Providing an inappropriate or unclear discussion of the issues related to undoing institutional barriers, setting high expectations, and culturally responsive instructional leadership, or none at all. • Providing an inappropriate or unclear explanation of the intersection of language and education structures, or none at all.

Key evidence that supports the assigned scoring:

GRADING GUIDELINES

- Students are given a **pass**, **revise**, or **fail** on each of the seven dimensions in the rubric and, based on the criteria below, are also given an overall grade of pass, revise or fail for the entire exam.

- Students need a passing grade for six of the seven dimensions, and no fails, in order to have an overall "pass" grade for the qualifying exam.

- If a student receives less than six passing scores on the seven dimensions, and no fails, the student receives a "revise" grade and is given the opportunity to bring all of the "revise" evaluations up and continue the program with his/her cohort.

- A failing grade on one or more dimensions means the student receives a "fail" grade for the qualifying exam and will not be allowed to continue with his/her cohort, although the student will receive one more chance to pass the exam and finish the program with the next cohort.

Overall Grade: _____   Student #: _____   Scorer #: _____

Introduction

Nunez and Elizondo (2014) presented a well-articulated argument and need for positive change associated with Latino transfer student graduation rates in "Closing the Latino/a Transfer Gap: Creating Pathways to the Baccalaureate." The prevailing issue in their article is that Latino students not only make up the most of any racial/ethnic group of color in higher education, but also surprisingly make up for the greatest disproportion of transfer student rates. This paper seeks to acknowledge the work and research presented by Nunez and Elizondo's article through the lenses of critical analysis, integrative thinking, effective communication, professional role of educational leaders, practical applications, leadership, and equity.

Critical Analysis

Statement of the Problem

Nationally, Latinos/Latinas (Latinos) have become the leading population of color throughout the United States. As Nunez and Elizondo (2013) described in their publication "Closing the Latino/a Transfer Gap: Creating Pathways to the Baccalaureate," Latino students have become the largest groups of students of color at four-year colleges and community college campuses. While Latino students make up approximately 13% of the 18-24 year olds at four-year colleges, they constitute nearly 25% of the student population at community colleges. As indicated, many students begin their baccalaureate careers at the community college with as much as seven out of every ten Latino high school students going to the community college upon graduation. Despite Latino students

representing the majority of students of color in higher education, Crips and Nunez (2011) found that Latino first-time community college students are still transferring at lower rates than Whites. Thus, too few Latino community college students are transferring to four year colleges.

Nunez and Elizondo (2013) also reported in their publication that there were many barriers that were effecting Latino transfer rates including: (a) academic barriers such as academic under-preparation, (b) financial such as expectation to finance their own education and "environmental pull", and (c) social and cultural challenges such as accessing critical information to navigate college or developing relationships with faculty and staff. In addition to conveying the barriers, Nunez and Elizondo (2013) also illustrated a framework to promote transfer success for Latino students which include methodologies that coincidentally infuse elements of Bordieu's Forms of Capital (1986) to promote: (a) academic capital, (b) financial capital, (c) cultural capital, and (d) social capital. Further, this report also provided an array of institutional practices that promote transfer rates for Latino students, which can also be applied for students overall, and closed with the role that both the federal government and states have in the role of Latino transfer student success.

Research Design

As Nunez and Elizondo completed this publication for PERSPECTIVAS, a joint partnership between the American Association of Hispanics in Higher Education, Educational Testing Service, and the Center for Research and Policy in Education at the University of Texas at San Antonio, their research design and application must be both convincing and prestigious. In the

beginning of the publication, the authors providing dense quantitative research and statistics to illustrate the magnitude of the issue. In addition to incorporating information from credible sources such as the National Center for Education Statistics, the authors also drew upon several sources to provide a well-articulated rationale. While the article did not necessarily follow the specific sequences to produce quantitative or qualitative research, the publication assimilated existing research, data, and literature with features that were primarily descriptive to provide a broader picture of the phenomenon (Boudah, 2011) that occurs with Latino community college students. Overall, Nunez and Elizondo effectively addressed the "so what" of increasing their transfer student rates using various lenses in their publication that include bureaucratic, democratic, socio-political, ethical, and educational equity paradigms, which are also presented throughout the context of this paper.

Theory and Practice

Theory is a critical component to understand especially when attempting to predict phenomena that shapes practice (Nevarez & Wood, 2010). As Nunez and Elizaondo constructed their article to serve as literature to inform practitioners on to promote Latino community college transfer rates, they too also used theory and literature to craft their publication. One dynamic example of linking theory to practice in this article was the "institutional practices that promote transfer" section in which Nunez and Elizondo interlace the following web of literature and high impact practices: (a) bridge programs, (b) learning communities, (c) research programs, and (d) P-20 collaborations, (e) new methods for delivering development, (f) culturally relevant support programs, and (g) transforming organizational culture. Separately, the American Association of Colleges and Universities (2011) also reported that several of the

practices that Nunez and Elizondo describe were also identified as high impact educational practices such as the bridge programs,

research collaborations, and learning communities. In essence, as Freire (1970) noted, the relationship between theory and practice,

also known as practice, is reflection and action upon the world to transform it. In the scope of this publication, Nunez and Elizondo

are effectively attempting to do just that and assist in moving the needle forward towards the success of Latino community college

students.

Ethical Complications

Although not explicitly stated, the ethics of justice and critique are interwoven throughout the various aspects of the article.

The ethic of justice conveys a mandate for leaders to adhere to policies and regulations that govern there institutions and environments

(Wood & Nevarez, 2014). How Nunez and Elizondo were able to uphold this ethic was to artfully place the obligations that states and

the federal government must have in order to support not only Latino transfer students, but students overall. Through the scope of the

ethic of critique, leaders must also focus on issues related to equity and not simply equality (Wood & Nevarez, 2014). The ethic of

critique was presented in many places of their article; for instance, one example included recommending faculty to genuinely seek to

understand their Latino student populations because of their unique circumstances such as "environmental pull" a phenomenon

described as students, in this case Latino students, have a strict obligation to supporting their respective families and households

emotionally and sometimes financially (Nunez & Elizondo, 2013). For faculty and educational leaders who have not grown up with

"environmental pull" it can be a circumstance that cannot be easily dismissed by "just take out student loans" or "can't your parents

take care of your siblings for you while you go to study hall?" To further reinforce the importance of considering the ethical

implications, Bolman and Deal (2008) also indicated that there is an imperative for educational leaders to follow principles of good

moral judgment, present results fairly and accurately while also showing compassion for all people.

Additional Critical Issues

While Nunez and Elizondo developed a fantastic article to assist education practitioners in their charge to increase Latino

transfer student rates, there were a few issues and facets not readily available in the case. While briefly mentioned, one opportunity to

reinforce the magnitude of the issue would be to provide additional information about the percentage of Latino students who have

English as their second language or beyond as being an English language learner presents itself with a multitude of challenges within

K-12 and beyond. In their article, Nunez and Elizondo (2013) describe the Puente program and how the program includes an English

instructor as a high impact program that is successful in assisting with their students' writing as well as being an effective culturally

relevant support program. Another critical issue that would be important to discuss would be the percentage of Latino students from

migrant and farm-labor backgrounds. Students from seasonal migrant and farm-labor backgrounds also undergo an additional layer of

challenges, one of which involves constantly relocating for work which can set students behind academically and socially. While the

relocation aspect is mainly found to be within K-12 migrant and farm-labor families, those can have lasting effects on a student's

ability to acquire knowledge and perform academically in the college classroom and beyond. One example of a high impact program

that seeks to address this critical issue is the College Assistance Migrant Program, a federally funded culturally relevant support program.

Integrative Thinking

Economic Concepts

In their article, Nunez and Elizondo articulate several relevant economic concepts. After reading this publication, immediately resource dependency theory comes to mind and conveys that "all organizations depend on their environments for resources" (Bess & Dee, 2008). Nunez and Elizondo (2013) described a multitude of organizations and organizational levels from the classroom all the way to the federal government all of which play very significant roles in transforming Latino community college transfer rates. No matter what level of the organization a person or a program is at the institution, all of them are dependent upon their environment in order to function and succeed. As Nunez and Elizondo (2013) described in their article, there is a need for culturally relevant support programs to increase the success of Latino community college students such as the Puente program who has served high school and community college students in California and Texas. Programs like Puente need resources to function effectively and while some people may not see the impact that these programs have on students, it is also important for them to consider that educators who work in these programs contribute immensely to the economy. As cited by Wheelan (2010), Nobel Prize Economist Gary Becker argued that "the stock of education, training, skills, and even the health of people constitute about 75% of the wealth of a modern economy." Thus, culturally relevant support programs that respond to the need for educational equity seek to bring those who have been

underserved an opportunity to achieve to a higher quality of life and increase the wealth of the modern economy that Becker

described. Additionally, California, whose universities produce about one-tenth of the nation's college graduates (California State

University, 2015), will be in a deficit of 1 million college educated people by 2025 (Johnson & Sengupta, 2009). Therefore, the need

to produce more college graduates to power the national economy is imminent and ensuring Latino students transfer to four-year

institutions effectively also seeks to provide one opportunity to solve this problem as they are the majority of students of color on

college campuses overall.

Budgeting and Organizational Concepts

In accordance with resource dependency theory, programs and institutions need financial resources to help their students (Bess

& Dee, 2008). As it will also be later discussed, the role of the federal government promotes Latino student transfer through its

capacity to offer: (a) different forms of financial aid, (b) supplementary funding to the community colleges that enroll high proportions

of Latino students to directly fund outreach programs, and (c) grant opportunities for higher education institutions to partner with K-12

institutions to prepare their students for college (Nunez & Elizondo, 2013). As described, it is important for educational leaders to

have a thorough understanding of budget and organizational concepts when seeking to implement change such as increasing the

Latino student transfer rates. One more direct example of budget and organizational concepts and how educational leaders must be

competent in this area is knowing how their programs are funded, where to acquire additional funding outside the institution (i.e.

grants, bonds, measures), how to be intentional on budgets (i.e. not purchasing 100 iPads for students if faculty are not properly

trained nor have interest in teaching with them), and how to demonstrate the need to continue funding programs (i.e. assessments that show Latino student transfer rate progress and increasing success).

Socio-Political Environment

The socio-political environments for educational leaders infuse two types of factors: social and political. Political leadership frameworks are not simply based adhering to the ethic of justice but also approaching the existing rules as an opportunities to promote positive change that meet the long-term and short-term goals of the leader and their respective units (Hoy & Miskel, 2005; Nevarez, Wood, & Penrose, 2013). That being said, in the context of this publication, Nunez and Elizondo provide an article similar to a blueprint on opportunities that must happen for Latino students at the community college. Although not intended to be used exclusively, educational leaders should consider the political approach which assist them in maneuvering resources, people, and policies to advance their goals (Nevarez & Wood, 2010). One direct example of how educational leaders can transform the landscapes of their institutions to further Latino student transfer success is to become involved in the other educational equity programs that assist other students and become actively engaged in the college governance process' faculty senate. When used effectively, this method helps build positive relationships with colleagues who may have resources and strategies that could also bolster the successes of Latino community college students in somewhat of a professional version of "I scratch your back and you scratch mine" while also developing key allies and partnerships to advance the successes of students overall. No one person can achieve the work needed to

move the needle for Latino transfer rates and by bringing in more people together through socio-political approaches, the likelihood of raising student success overall increases exponentially.

Cultural Context

Culture is "the pattern of shared basic assumptions that a group learned as it solved its problems of external adaption and integration" (Bolman & Deal, 2008). The organizations culture in and within itself dictates whether or not a change in the environment will come to fruition or flop on its belly. Through their article, Nunez and Elizondo identifies the problems associated with Latino transfer rates as well as opportunities and frameworks to implement at their institutions to promote the needed positive change. However, despite the carefully articulated set of strategies that educational leaders should employ, all will be lost if the institution's organizational culture does not accept such change. One method educational leaders can incorporate would be to apply Kotter's 8 Stages of Change Model in the following order: (a) creating a sense of urgency (i.e. speaking at multiple college governance and program meetings about the need to improve Latino transfer rates), (b) pulling together a team with the needed skills (i.e. going to other educational equity and academic success programs and generating buy-in with fellow colleagues and administrators), (c) create an uplifting strategy (i.e. hosting several meetings and utilizing research such as the Nunez and Elizondo article), (d) communicating the vision and strategy (i.e. utilizing Nevarez and Wood's symbolic leadership model to produce visible signage and messaging about the institutions efforts to increase Latino transfer rates as well as modifying practices of faculty and staff to achieve these goals), (e) removing obstacles or empowering people to move ahead (i.e. if resources are running scarce find new

creative solutions such as grants or working with the development office to seek funding), (f) celebrate short-term wins (i.e. host an annual reception or ceremony that honors Latino students who are transferring to four-year colleges or produce press releases that showcase the success), (g) sticking with the process and refusing to quit (i.e. maintain high levels of enthusiasm and persistence and express appreciation for all stakeholders involved), and (h) nurturing and shaping a new culture (i.e. institutionalize the goal and make the Latino transfer rate efforts part of the organizational culture).

Effective Communication to K-14 Stakeholders

Leadership & Diversity

It is important for effective communicators in education to understand that competencies of also being a transformational leader. Nevarez and Wood (2010), assert that transformational leaders empower individuals to meet any goal or objective they are tasked with as well as posit themselves to not only meet the needs and expectations of their institutions, but to also exceed them and communicate: (a) their value to the institution, (b) the potential of their followers contributions, and (c) set high expectations in accordance with a highly supportive environment. In the scope of serving Latino community college students, educational leaders can apply the three components in various ways. To communicate their value to the institution, educational leaders can go out to community events that are highly attended by Latino students and families and genuinely demonstrate their care and compassion for their students and their commitment to helping increase Latino student success rates. To communicate the potential of their followers, educational leaders can schedule guest speakers and lecturers to share knowledge about how to better/best serve their Latino student

populations regardless of where the faculty and staff members are on the spectrum of learning how to serve Latino students. One way

of setting high expectations and exhibiting a high level of support is by being involved in the institution's strategic plan and

establishing the goals of increasing Latino, as well as all students, degree completion rates while also providing the right resources and

opportunities to make this possible. It is also imperative for educational leaders to effectively communicate their involvement and

progress with goals and tasks they assign to their followers so that the followers also understand that they are working alongside the

leader and not simply just for them.

In this publication, it is mentioned that when institutional members make an honest effort understand their students'

backgrounds, assist in the development of their skills, and motivate them towards making educational progress that Latino community

college students can begin to transcend and become more engaged in the classroom and persist towards degree completion (Rendon,

1994; Rendon Linares & Munoz, 2011; Barnett, 2011a, 2011b). This is a powerful example of how essential effective communication

is for educational leaders. Often times, people tend to unknowingly cast upon themselves an attitude that communicates an impression

of seeking to be understood as opposed to seeking to understand. For instance, in the classroom, there are many talented academic

faculty who have dedicated a considerable amount of time and energy towards their research and sometimes find their students not as

enthusiastic, yet alone engaged in the material they are presenting. In some cases, faculty may give up and dismiss the lack of

engagement with an excuse saying that these students are only here because it is a general education requirement or hold firm to their

beliefs of seeking to be understood by communicating an attitude that it is the student's obligation to master the course material

provided.

What an educational leader should do in the previously mentioned scenario is to align themselves with the publication's research and seek to understand. It is often the case for many students of color, including Latino students, to feel like an outsider in academia and not know how exactly to approach faculty and staff when they have a question because they are concerned about being seen as "less than" or incompetent. In regards to effective communication, a true transformational leader in education is able to virtually teach anything to virtually anyone; however, this talent is not easily acquired and requires great communication skills and leadership as well as tremendous patience, respect, and honesty of intent.

Dr. Lisa Romero (2010), also identified in her dissertation that an important component and strategy for helping all students succeed is developing student trust, in particular: (a) benevolence, (b) competence, and (c) integrity. While her research mainly involved K-12 students and teachers, the same can be applied to Latino community college students, as well as students overall. As an effective communicator to K-14 stakeholders, one can implement these three components in a variety of ways. To communicate benevolence, the first day of coursework could involve an activity where all the students get a chance to know each other better as well as learn more about the instructor(s) on a more personal level as opposed to the research and literature that will be taught. An additional way to demonstrate benevolence was also mentioned in the article that suggested instructors simply say without judgment "I know you are having a difficult time right now and if there is anything that I can do, just let me know" (Millward et al., 2007). To communicate competence, the instructor(s) must be familiar not only in their research area(s) and coursework material, but also with emerging issues that may be on the horizon. Another opportunity to communicate competence is responding to all student questions no matter how simple, irrelevant, disturbing, or complex they can be. To convey integrity requires an effective communicator to be

true to their word and ethically sound. In regards to increasing Latino student degree completion, effective communicators must always do the right thing even when they think no one is watching because students are very intuitive and can see straight through faculty who lack integrity.

Culture, Values, and Beliefs

As previously mentioned, it is compulsory for educational leaders to understand how culture, values, and beliefs seriously influence the way they communicate and how others perceive the message. In the Nunez and Elizondo (2014) publication, the authors discuss how faculty and staff serve as institutional agents and when they offer academic and interpersonal validation by truly seeking to understand their students, Latino community college students are more likely to become academically engaged and transfer. Educational leaders may not have grown up in a household that involves "environmental pull," which is a common circumstance found in Latino community colleges students in which their family significantly depend on them financially and emotionally. If a professor were to simply dismiss this circumstance by "well, this is college," the encounter could have a lasting effect on the student and eventually lead to their withdrawal from higher education. Therefore, educational leaders must take extra care and consideration when communicating because even a message carries no malicious intent, the impact that the message can have on its audience can be costly. One recent example of such message was the Sacramento State Athletic Program promoting a baseball game on May 5, 2015 with the school mascot dressed in a sombrero, holding maracas, and a piñata. While the students who were designing the flyer might not have understood how culturally inappropriate the flyer was, Sacramento State administrators swiftly acted and communicated a

message that condoned the flyer and reinforced the institution's culture and appreciation for diversity. However, local and national

new media outlets were quick to jump into the issue and magnify the situation which depicted the campus in a brief moment of

negative light.

Communication at Multiple Levels

Dependent upon the context of the situation, effective leadership discourse requires one to communicate at multiple levels. In

the Nunez and Elizondo article, the authors recommend transforming the culture of the institution towards a "transfer culture" (2013).

How this plays out is that every member of the institution from the campus president to the facilities and maintenance staff must

understand the need to move the needle and increase transfer rates and work together to make this possible. If a prospective Latino

student were to visit a community college and not feel welcomed by the faculty and staff or see symbols the promote transfer rates, the

incident may lead to them turning away from campus or even worse, the pursuit to a baccalaureate degree. It is also important for

communication at the multiple levels because if educational leaders want to make the change that Nunez and Elizondo suggest,

everyone needs to be on the same page to ensure our Latino community college students have a chance.

Understanding Professional Role

Federal and State Policy Context

Nunez and Elizondo accurately depict the roles of states and the federal government in regards to increasing Latino community college student transfer rates. As discussed, states are the primary funders of community colleges even though the initiatives at the state level do not typically address the needs of Latino students (Nunez & Elizondo, 2013). Moreover, the greater role that the states have are to increase capacity and ensure transfer and articulation policies are clear for these students. Though not mentioned, states also employ the faculty and staff to help educate these students and progress them towards the four-year institutions.

In the federal context, the government's role in Latino student success is to offer: (a) different forms of financial aid, (b) supplementary funding to the community colleges that enroll high proportions of Latino students to directly fund outreach programs, and (c) grant opportunities for higher education institutions to partner with K-12 institutions to prepare their students for college (Nunez & Elizondo, 2013). Another direct example of the government's role is to provide grants to Hispanic Serving Institutions, in which Sacramento State was recently able to achieve this status. This type of funding aligns with the "supplemental funding to the community colleges" role that the articled outlined the government has. Educational leaders should be keen to both the state and federal role so as they know when and how to apply for funding to power their programs and institutions towards serving Latino transfer students and students overall.

Public/Private/Non-Profit Sectors

The role of the public sector is to provide for the general good of all land utilize taxes and fees to go about establishing such programs, institutions, and services (Kirlin, 2013). Community colleges have traditionally had the reputation as being open-access and

is sometimes referred to as "democracy's open door" (Griffith & Connor, 1994) or "postsecondary education's Statue of Liberty" (Rhoades, 2012). As education is also a fundamental right afforded by the 14th Amendment of the United States constitution and in the scope of Latino transfer students is an entrée to pursuing the American dream regardless of one's life circumstances (Rhoades, 2012).

Role of Ethics of the Education Workplace

Through the understanding of the professional role, leaders must also exhibit a commitment to ethics in the education workplace. Ensuring that educational leaders are always doing the right thing even when no one is watching is critical to the success and integrity of the organization as a whole. For instance, if the educational leader were to secretly embezzle funds, those thousands of dollars that they took could have been attributed to new technologies in the classroom or instructors for bottleneck courses. As described by Wood and Nevarez (2014), there are four ethics that they must adhere to: (a) ethic of justice (i.e. adhering to stated polices), (b) ethic of critique (i.e. exhibiting social justice and promoting education equity), (c) ethic of care (i.e. compassion for all people), and (d) ethic of local community (i.e. genuine collaborative efforts) .

Parent/Community Engagement

One of the features that Nunez and Elizondo interfaced was the strong commitment that Latino community college students have towards their household and families, which can sometimes conflict with their ability to perform well academically or even going to college. In his dissertation, Dr. Miguel Molina (2014) conveyed a story about a male Latino college graduate whose father thought

nothing of his college education and did not even acknowledge his presence and instead openly praised the student's brother who was assisting his father in manual labor activities. The student that Molina mentioned was so affected by his father's actions that when he was telling his story, he could not help but breakdown. While we would hope that this situation is not common for students, it may very well be true for many of the students of color who have family members that do not see the tremendous value that a college education can provide their family. Thus, identifying opportunities where educational leaders can promote the positive benefits of college and exercising approaches in increasing parent/community engagement are critical to Nunez and Elizondo's message.

Stakeholder Accountability

Stakeholder accountability is another important competency to understand in the the educational leader's professional role because without it people could just be all talk and no action. In the case of Latino transfer student success rates, if one were to ask any educator if this is important, rarely will you hear people disagree; however, when you ask educators what are you doing to help increase them, you will get a variety of different responses. No matter what the response is, some strategies to help ensure the success and execution of plans to help resolve the issue include followup (i.e. subtle and non-threatening reminders about completing certain tasks to help with the change) and transparency (i.e. if they were a committee member they can report their progress to the group at a committee meeting).

Practical Applications

Data Collection and Analysis Processes

This article demonstrated an effective use of quantitative data drawn from credible resources such as the National Center for Educational Statistics. While most of the article drew upon previously conducted and existing data and literature(Boudah, 2011), the densest sets of data were front-loaded and perfectly illustrated the need to increase Latino student transfer rates. Some examples of impressive data from the article included that seven out of ten Latino students begin their college career at the community college, one third of Latinos who earn their Bachelors degree started at the community college, and the excessive supplemental poverty rate at 28% which is the most out of any racial/ethnic group (Nunez & Elizondo, 2013). The data presented in this article also aligned with Honig and Cogburn's (2008) literature in the regards that "evidence never directly informs decisions, but influences working knowledge which may shape decision making."

Data on Decision and Policy Making

By employing the use of highly accurate and impressive data sets, the likelihood of success that educational leaders experience will increase when approaching the public policy arena as the industry mandates fact-based and positivist approaches to decision-making. Using the data, challenges, and opportunities that Nunez and Elizondo provided in their article serve as the caveat to implementing the change that must happen for Latino students. One direct example of using the information Nunez and Elizondo provided is for one to present the data to the leaders who have the decision-making abilities. Another example would be to approach state legislators with this data in a policy hearing. In summation, without data, the efforts and arguments to make this change would simply be opinions (DuFour, DuFour, and Eaker, 2008).

Supervision, Evaluation and Professional Development

Although not prevailing within their article, professional development, evaluation, and supervision is critical to furthering the advancement of Latino students and students of color. One immediate practice that an educational leader can begin to implement is including diversity and cultural competency components in the professional development at their institution. For instance, the "environmental pull" phenomenon that Latino students may experience might be unfamiliar to many faculty and staff members. An educational leader could bring in a guest speaker to provide a discussion and training on how to work with students and become more culturally responsive as well as engage in the needed dialogue to make change (Freire, 1970). This example reinforces Zepeda's assertion (2012) that at the center of professional development must be exploring and discovering ways to support and increase student learning.

Leadership

Organization's Mission Statement

It is essential for educational leaders to examine a community college's vision, mission, functions, and operations (Nevarez & Wood, 2010). A vision is shared across the organization and serves to inspire future efforts towards achieving such goals while a mission statement explains more about why the organization exists, how they will achieve the vision, and most importantly, about who they area (Nevarez & Wood, 2010). The importance of visions are not about achieving the goal that is sets off, but it always keep the organizations striving to obtain it. In the case, Nunez and Elizondo (2013) suggest that leaders begin to implement a "transfer culture"

for their Latino students and students overall. To take this recommendation a step further, an educational leader can implement this into their vision by incorporating something such as "we will ensure that all students who seek baccalaureate degrees will achieve a successful transfers to four-year universities." While it may be virtually impossible to ensure every student is able to achieve a successful transfer (i.e. if a student unfortunately passes away or no longer wants to get a bachelor's degree), the vision effects the culture of the institution in a positive way that keeps its members striving to make this possible. An organization's mission is also very critical in the sense that it helps provide a framework and overall bluepint for the organization to use to navigate (Nevarez & Wood, 2014). Lastly, to implement a successful vision and mission statement, the key is to collaborate and build consensus regarding common causes, interests, goals, and aspirations with all organizational members (DuFour and Eaker, 2008).

Strategic Planning

One important piece on becoming a transformation leader is to engage in strategic planning. Strategic planning involves a multitude of components including that it must be: (a) comprehensive, (b) integrative, (c) continuous and conforming to the planning cycle, (d) multiyear format, (e) participatory, and (f) flexible (Webb & Norton, 2010). With Nunez and Elizondo's recommendations, an educational leader can take action to begin to increase Latino community college transfer rates almost immediately. For instance, to address the Latino transfer student situation, leaders can begin to be participatory and integrative by hosting focus groups of their Latino students with the hopes of gaining critical perspectives that can help incorporate what Nunez and Elizondo provided in a more tailored and refined approach relevant to their institution.

Conflict Resolution, Problem Solving. Collaboration and Team Building

In accordance with Tuckman's Group Dynamic Theory (1965) it is almost an expectation that conflict arises when collaboration is involved. Tuckman's theory explains five essential steps in effective group dynamics: (a) forming, (b) storming, (c) norming, (d) performing, and (e) adjourning. When responding to Nunez and Elizondo's call to action, educational leaders should anticipate a healthy degree of conflict, known as storming," which in hindsight may sound counterproductive, but when used correctly leads to effective collaboration and limits the possibility of group think, and hopefully social-loafing. One more direct example of this component in the Nunez and Elizondra article is in the steps to incorporate positive leadership and change for Latino transfer students, educational leaders would need to anticipate what types of questions that their stubborn colleagues who do not want to change may present. Being ready to work with those who do not like change is critical as one of the most dangerous phrases to any organization is "we've always done it this way" (Hopper, 1987) as this limits further success, stifles creativity, and eliminates the formation of new opportunities that can help reach greater horizons of prosperity.

Equity

Diversity and Equity Issues

Equity is defined as the level of justice, fairness, and equality that an option can create for its stakeholders (Bardach, 2009). As discussed in the article, Latino students constitute a majority of the students of color in higher education, yet do not experience the proportionate transfer and eventually bachelor degree completions as they are capable of achieving (Nunez and Elizondo, 2013).

While educational administrators might not have directly caused the disparity that Latino community colleges face, "silence is a prime indicator of oppression" (Freire, 2000), and they must begin to seek to understand the adverse impact inflicted upon these students. By ignoring this issue in education, educational administrators are only contributing to the problem and in turn are oppressing these students. As equality seeks to make "the same size cut of the pie" available for everyone, equity is more about making a more fair and proportional cut of the pie to each person.

One immediate action that can be done is to begin to building coalitions and partnerships both within and beyond the institution. Working alongside community groups and other institutions to influence policymakers to see the need to focus efforts towards increasing Latino student transfer rates does not just help Latino students, but students overall as the policymakers begin to understand the varying degrees of need that each student population has and can make the appropriate and more equitable decisions in future legislations.

Access, Retention, and Equity

Ensuring access to the community college and eventually to the four-year institution is another important topic discussed in the Nunez and Elizondo article. As community colleges are referred to as "democracy's open door" (Griffith & Connor, 1994) or "postsecondary education's Statue of Liberty" (Rhoades, 2012), so must be the pathways that lead to the four-year college. President Obama has set a goal of increasing college graduates by 50% by the year 2020 (Rhoades, 2012) and if educational leaders do not

begin to take action to make that happen, they will contribute to the further perpetuation of class in society which would keep the wealthy classes richer and the lower-income classes poorer.

Institutional Barriers. High Expectations, and Culturally Responsive Leadership

All organizational members who work in educational institutions must understand and demonstrate cultural competence and cultural responsiveness because "culture, language, and structural barriers may prevent community college students from developing a sense of belonging – a key to student success" (Tinto, 1987). Earlier, it was mentioned about how a faculty member may dismiss a Latino student's "environmental pull" circumstance and view it as a form of lack of wanting to perform academically; however, in many cases, it is not that the student does not want to learn, but has obligations that inhibit them from being more committed to their studies. One way that an educator can become culturally responsive is to listen to their students' story and engage in professional development that provides tools and resources on adapting their syllabus, curriculum, and pedagogy to be culturally responsive. Another important consideration for educational leaders to become culturally responsive is to incorporate culturally relevant instruction, a method of instruction that uses culture to develop knowledge, skills and attitudes (Ladson-Billings, 1994). One opportunity that educational leaders have in bringing this to life is encouraging faculty to include an assignment that provides the students an opportunity to showcase their culture; for instance, if the course was a government class, perhaps the students can research the how political science works in their native country (or any other country of interest).

Intersection of Language and Education Structures

As earlier described, Nunez and Elizondo briefly address the intersection of language and education structures. While most educational institutions have English language acquisition programs, the culture of the United States does not promote the fluency in languages other than English as do their European counterparts whose students easily speak two or three other languages. One opportunity for educational leaders understand the intersection of language and education structures is to understand the challenges associated with these students and identifying new methods of increasing the success of these students in the classroom and beyond. In their article, Nunez and Elizondo (2013) describe the Puente program and how the program includes an English instructor as a high impact program that is successful in assisting with their students' writing as well as being an effective culturally relevant support program. Programs like Puente seek to address the intersectionality of language and education structures and begin to implement the much needed transformational change for educational equity.

Conclusion

This paper sought to showcase Nunez and Elizondo's article through an array of lenses and persectives including: critical analysis, integrative thinking, effective communication, professional role of educational leaders, practical applications, leadership, and equity. In conclusion, Nunez and Elizondo crafted a well-written case for both the need to improve Latino student transfer rates as well as identified the challenges for educational leaders to begin addressing such as the academic and financial barriers. The authors also infused a variety of highly impactful practices such as learning communities and bridge programs to help transfer students succeed, which also helps students overall.

Although there is much work needed to be done to effectively create a wave of transformation for Latino students, students of color, and students overall. In hand with the research and blueprint that Nunez and Elizondo laid out in their article "Closing the Latino/a Transfer Gap: Creating Pathways to the Baccalaureate," educational leaders have a great tool to begin to take steps towards creating the positive change that needs to happen.

Appendix IV: Revised Qualifying Exam Example

June 4, 2015

Dear Qualifying Exam Review Committee,

Thank you for the opportunity to learn from your comments and to make the necessary changes to my original exam submission. I read your suggestions for improvement carefully and made the necessary changes to the best of my ability.

From your comments, I needed to elaborate in several places and address specific elements of the rubric that the committee felt were not sufficiently addressed in my original submission. Upon review, I can see where my exam needed to expand discussion in the ways that I have noted below in the section comments.

Overall Document:

Even though it was not noted as a needed improvement in my notes, I went through the entire document and corrected small mechanical errors and overall sentence structure. I noticed several sentence level construction errors, speed errors in my opinion, and made efforts to correct them and improve the overall sentence quality of my paper.

Critical Analysis:

My first reviewer passed this section and did not provide any notes for me to address.

My second reviewer noted that I concentrated mostly on California and did not note the national scope of the case discussed in the article, nor did I take proper note of the role that the entire P-20 system took into account. I made efforts to correct both of these oversights in the section and throughout the paper.

Integrative Thinking:

My first reviewer passed this section and did not provide any notes for me to address.

My second reviewer wanted me to list Bess & Dee's 5 key organizational components and I added them. My second reviewer also noted "Please clarify the sentence on page 4, "The changes that Nunez and Elizondo address are social and political, not legal, but they still must be handled carefully in order to be effective." Expand "must be handled carefully." I added several sentences to address this.

Effective Communication:

My first reviewer noted "intro needs to describe purpose of the analysis and lay out sections covered".

My second reviewer noted "I think that this section needs to also add the importance of community cultural wealth".

I added substantial material to this section to better eludicate both of these ideas.

Understanding Professional Role

My first reviewer commented that I provided a "weak explanation of the appropriate role for federal and state government based upon theory and practice; more needed on the role of community engagement and stakeholder accountability"

I added several paragraphs on the role of the Federal Government, community engagement and stakeholder accountability.

My second reviewer passed this section and did not provide any comments for me to respond to.

Practical Applications

My first reviewer noted three things for me to improve upon 1) "not enough criticism of the data cited in the report to justify the desirability of further expansion of existing intervention programs deemed "successful"; (2) more specifics on types of professional development required; (3) no coverage of the role that compensation could play toward increasing transfers.

I addressed each of these concerns in a separate paragraph in my paper and by strengening the language surrounding it in the paragraphs already submitted. I added some additional theories and some more specific examples.

My second reviewer passed this section and did not provide any comments for me to respond to.

Leadership:

My first reviewer noted "not enough on needed revisions to strategic planning processes to put community college transfer concerns at forefront of mission" and "what about tradeoffs if transfer emphasized with same budget".

Again, I added several paragraphs with more detailed discussion and additional theory connections to elaborate on what I had previously mentioned.

My second reviewer passed this section and did not provide any comments for me to respond to.

Equity

My first reviewer felt that I had ignored the "inequity of inadequate preparation of Latinos (low socio-economic in general) in public K-12 systems; perhaps the greatest barrier to increasing transfer rates". I felt that I had addressed this at several points elsewhere in the paper, but added a paragraph to address this important issue.

My second reviewer passed this section and did not provide any comments for me to respond to.

Again, thank you for the opportunity to improve my exam and to do the work that is required to move on successfully and begin my dissertation. I now feel I understand how to discuss nuanced topics in detail under the umbrella of the rubric elements and have a working knowledge, according to the rubric, distinctions of the differences between "superficial" and "thorough".

I very much appreciate the feedback and hard work of the committee to guide us through this process.

Introduction

In their article "Closing the Latino/a Transfer Gap: Creating Pathways to the Baccalaureate", Anne-Marie Nunez and Diane Elizondo describe the differences in transfer rates from community colleges to higher education institutions for Hispanic students and assert the reasons they believe these inequities exists. Nunez & Elizondo discuss the entire P-20 pathway, but concentrate on the experiences of Latino/a student's in community colleges and postulate some of the reasons that Hispanics achieve transfer at slower rates than other demographic segments. Nunez & Elizondo discuss barriers to transfer, which they see as academic unpreparedness, access to financial aid and a variety of social and cultural challenges. The authors then go on to describe a number of successful programs that have addressed these needs at various institutions and use these as something of a means to develop a set of recommendations for other institutions to employ as a means of improving transfer rates for Latino/a students. Nunez & Elizondo conclude with a number of policy suggests for state and federal agencies to consider in regard to improvement in Latino/a student attainment of baccalaureate degrees.

Critical Analysis

In their policy brief, "Closing the Latino/a Transfer Gap", Anne-Marie Nunez and Diane Elizondo describe the issues surrounding the educational progress of Latino students through the P-20 pipeline. Nunez & Elizondo take a national perspective on the issues of the poor transfer rates of Latino/a students and discuss how the elements of the P-20 system as a whole do not contribute to the overall success of Latino/a students in a disproportionate way. Though they concentrate on the "leakage" that occurs in Community College transfer, the authors concentrate on disaggregated data to make the point that the P-20 system as a whole is accountable for this trend and that the system as a whole has a

responsibility to address it. Nunez & Elizondo concentrate on the community colleges and a particularly troublesome spot of "transfer leakage" for Latino/a students. Nunez and Elizondo offer compelling data that disaggregates Latino/a achievement statistics and compares those statistics to other demographic groups to illustrate how Latino/a students do not achieve similar numbers. The article then goes on to offer a number of suggestions for institutional development so as to create a more hospitable and productive environment for Latino/a students. Though implied criticism can be detected, the article does not concentrate heavily on the preparation that students receive prior to graduating from high school. Nunez and Elizondo mention high school experiences at several points, but do not explore that element of the educational experience of Latino/as in any real depth. Some development of high school programs should be considered as part of the address of this issue. If Latino/a high school juniors and seniors made regular college visits with culturally sensitive staff and participated in other similar programs to explore their post-high school options, the college-experience might not be such a shock to them. Programs such as these might be able to provide some of the cultural context for college that will improve the transfer rate for Latino/a students.

The article offers many cogent statistics and other research, but makes many claims about cultural improvements institutions must make, but does not offer any direct qualitative data to back them up. Interviews or focus groups with students might have been helpful in providing the student voice. The "story" helps practitioners to understand the numbers, or qualitative data, that this report provides.

The design of Nunez & Elizondo's study and recommendations are sound in and of themselves, but one parameter that they no not account for is the specialized and narrow nature of their study sample. Nunez and Elizondo concentrate on Hispanic students and do not discuss other demographic segments at any length. They discuss how their samples compare to black, Asian and white students when it is appropriate to do so, but their study would have benefitted from other sorts of comparisons, perhaps between white students who are of the same income level or Asian

students who come from immigrant families or some other ethnographic comparison might also yield some meaningful data and would give some insight into other external factors that effect a students educational progress..

Essentially, what Nunez & Elizondo call for in the article is reframing, highlighting the connection between theory and practice. Institutions need to reframe their methods and pedagogies for educating Latino/a students so that institutions can offer more culturally relevant gateways to success for Latino/a students. Reframing is "the ability to think about situations in more than one way" (Bolman and Deal 2008). When educators are considering the interchange between theory and practice in order to more effectively address an issue within the institution, in this case the "transfer leakage" and the issues that surround it for Latino/a students, Friere's concept of co-intentional education is what Nunez and Elizondo are calling for in "Closing the Latino/a Transfer Gap". The teacher and student are both subjects coming together to re-create the "critical knowledge" that is necessary for Latino/a students to ascend in higher education (Freire 69)

The ethical implications inherent in Nunez & Elizondo's work are both clear and a bit narrow as directed in the article. This is an article that concentrates on almost exclusively on the needs on one population, Latino/a students. And since Latino/a comprise approximately 38.9% (CCC Keyfacts)of the demographic makeup of the community college system in California, making Hispanic issues a national concern for the system as a whole. From an ethic of the profession perspective, educators have an obligation to do the best they can for their students. Shapiro and Stefkovich note that "In medicine, it is 'first do no harm'... in educational leadership it is a moral, ethical imperative of the profession to "serve the best interests of the student" (Shapiro & Stefkovich 25). Though educators must also keep in mind that not all students will benefit equally from the kinds of cultural responsive programming that is called for in the article, Latino/a students will benefit the most and, according to some of the statistics quoted in the article from the types of programs suggested, Hispanic students will benefit a great deal and hopefully will stop the "transfer leak".

The community college system in California is the largest educational system in the world and also the most independent. Community colleges outside California certainly have many of the same issues, California's community colleges issues are more diverse. There are two primary issues, both somewhat unique to California, that Nunez & Elizondo do not seem to take into consideration in their discussion: the decentralized nature of California's Community Colleges and the role of the K-12 systems in preparing students for a college experience. The California Community College System is highly decentralized, with each of its 112 campuses making many of their own decisions about instructional and support programs. The kinds of changes that Nunez and Elizondo advocate for will be difficult to make on a system wide basis for this reason. Additionally, though they mention it at several points in the report, Nunez and Elizondo do not explore the contributions that the K-12 system is or could be making to the eventual success of Hispanic students across the P-20 system as a whole.

Integrative Thinking

Nunez and Elizondo offer many compelling arguments for community colleges to develop the types of programs they suggest in their article, but there are several issues inherent in the policy suggestions they make that must be thoroughly explored by districts before such policies can be implemented. Alexander describes the conflicts between provision and production. "Provision refers to who will pay for the program; production refers to the technical delivery of the good or service" (Alexander 89). The report makes strong recommendations regarding the kinds of programs that will work for Hispanic students, but does not examine how much those programs will cost. Integrated programs such as Puente, which is held up but Nunez and Elizondo as a model program, is a small and expensive program. It requires not only additional faculty time, Puente involves field trips for students, tutoring time and cultural events. While few would argue the need or perhaps the efficacy of such programs, the cost of implementing such programs on a large scale, their scalability, would be questionable. Professional development and faculty compensation would also be a consideration and would need to be part of the implementation costs of any new programs.

The opportunity costs would also be something that a responsible leader would at least have to investigate. If we spend these resources on a small number of students, then where will we have cut back in order to balance the budget as a whole? Through the lens of Resource Dependency Theory, Bess and Dee remind us that "the level of an organizations dependence on external entities varies based on the importance of the resource and how many alternative sources of that resource are available. (Bess and Dee, 148-149). Programs like Puente sometimes come with pots of money attached in the form of grants, but the institution is still responsible for a large part of the cost. If institutions follow the recommendations made by Nunez & Elizondo in the article, leaders will have to implement small programs that target a specific population of students when all students are in need, thereby giving up the opportunity to serve a larger population of students with available funding. Bolman and Deal's Political Frame reminds us that "Competing stakeholders jockey for their own interests" (Bolman and Deal 194) and that "important decisions that involve allocating scarce resources (like money) put conflict at the center of day to day dynamics (Bolman and Deal 149)

Bess and Dee cite 5 key organizational components that leaders must consider when implementing any change, including the more include culturally sensitive programs that the authors of our article suggest for Hispanic students. Among other issues, "organizational culture are the beliefs of the organization that can impede or help change" (Bess and Dee 5) and that organizational culture includes the "rituals and symbols of a college that give it a sense of unity and coherence that is important to both organizational members and the outside public they serve" (Bess and Dee 5). For the institution at large to embrace change, there must be a connection between the new programs, ideas or policies and the old ones. Leaders must consider 5 components when developing organizational change: external environments, internal structures, human relations, organizational power and politics, and organizational culture. Though all of the elements that Bess & Dee mention will need to be addressed and considered in regards to developing these programs, organizational culture is the most direct consideration for the kinds of changes that Nunez & Elizondo advocate. The culture at large must see the changes as important and necessary so that they can be fully adopted not only by the

bureaucracy of the system, but by the culture itself. Only then are changes truly "institutionalized". When an institution must integrate a large scale change, such as those suggested by the report, a cultural shift must occur so that all stakeholders can embrace the change and develop connections to the existing rituals and ceremonies that are the hallmarks of institutional culture to include the new stakeholders. Thus far, at least in California, the changes that are being suggested by Nunez & Elizondo to address the "leakage" of Latino/a students are not legal benchmarks, they are moral and social imperatives. The responsibility for making meaningful change falls under the ethic of the profession, the desire to make change that will embrace the best that we can do for all of our students, no matter what their back ground or demographic. Since the changes that Nunez and Elizondo address are social and political, not legal, but they still must be handled carefully and thoughtfully by educational leaders in order to be effective.

Effective Communication

Reaching out to not only to Latino/a students themselves, but to the entire community is critical to repair the "transfer leakage" and to place young Latina/a people on the road to academic success. Effective communication "exhibits an awareness of discourse that requires honesty o intent and a sense of respect, an understanding of culture, and communicates at multiple levels" (QE Rubric). To communicate effectively with all stakeholders, leaders must not only themselves be effective in these areas, but facilitate institutional programs and artifacts that allow these values to be reflected across the institution. Institutions are traditionally geared toward the dominant culture, upper middle class white & Asian people, and so most of the institutional communication is targeted to be effective to these populations. Leaders need to understand how to appeal to diverse communities and populations and to elicit an understanding not only of their student's academic experiences, but of the elements of their lives that will shape and interact with those academic experiences.

Nunez and Elizondo note that "the majority of Latino/a community college students are first generation and 1/3 are first generation immigrants" (Nunez & Elizondo 5). This population does not have the kinds of social & cultural capital that their age-group peers will have. If these students did not come up through an American high school, and many of those who are immigrants have not, then institutions will need to build capital so that these students will be able to ask the questions they need to ask and to get to the right places on campus and to aid their families in understanding and providing the kinds of supports their new college student will need. The article makes many notes of the capital deficits these students will have and specifically notes that community colleges can be "an alienating environment when the organizational culture is not responsive to Latino issues" (Nunez & Elizondo 5).

The Latino culture places a high value on "familism", a critical component of Hispanic "cultural wealth", so an effective communication strategy for Latino students is to form cohorts and smaller working groups so that learning can occur, as referred to many times by Nunez & Elizondo. Learning in this context is better for Hispanic students, is closer to their cultural center. Programs like the Puente program have learned to operationalize "familia" so that students can participate in higher education in such a way that is closer to their cultural roots and not as foreign as the more dominant, competitive forms of academic culture. Bandura (1997) stresses the observation and modeling of the behavior of others as a critical component of learning. Latino/a students have not had appropriate models and so institutions can offer opportunities to gain the behaviors that are needed. If colleges can learn to bring this notion of extended family cooperation to the academic experiences of Latino/a students at their college sites and make it a part of institutional culture, they will build a mechanism for Latino/a students to capitalize on the "cultural wealth" that is already inherent in their communities, thus allowing more of a reciprocity and a building of role models for success.

Borunda's Three Bridges theory also offers a methodology for providing access to those individuals outside the dominant culture. There are three elements to Borunda's thinking, Validation, Inclusion and Reciprocity. The area of the most use in the case of effective communication

to Hispanic populations is Validation. Borunda's validation theory offers "the power to build bridges across the racial divide" (183) as it acknowledges "the reality, thoughts and experiences of the other". Validation leads to inclusion and, in the case of Hispanic community college students, leads to Borunda's third stage, reciporocity, and access to education for a long-marginalized population.

To achieve this, institutions will need to be attentive to the needs of Hispanic students, offer programs to help them build academic and social capital within the institutional environment and offer opportunities to leverage their cultural wealth to build the kinds of "wealth accounts" they will need to exhibit the levels of retention numbers that other demographic groups are able. One method for thi that the article offers is the description of the "Framework to Address Transfer" that concentrates on the types of cultural wealth (multi-lingualism, social networking, perseverance) that Hispanic students already have. Programs that can aid students in translating these skills into the academic environment would be an important development for a culturally aware leader to invest institutional resources into.

Festinger's Cognitive Dissonance Theory is also an effective tool for leaders to consider when addressing stakeholders who may have a deficit of social and cultural capital. "Culture is the "pattern of basic shared assumptions that a group learned as it solved its problems of external adaptation and integration. (Schein, 1992) in (Bolman and Deal, 2008, p. 12). This is a useful definition as a leader attempts to assess the cultural capital that will need to be built within the imaginations of first generation college students and their families. Families that have immigrated from another culture and/or have not had much exposure to the dominant culture (sometimes ethnic communities are insulated) will need basic assumptions, like you need to call the counselor directly for an appointment, explained to them directly and in multiple settings so that they will be able to display the behaviors that will get the student through college. When sitting in an orientation session, students who do not have cultural capital will experience dissonance (difficulty or conflict) and a culturall sensitive institution will provide handouts, explanations and the like so lessen that students dissonance as they make their way through the necessary and important procedures that will get them through college.

Including family members who are willing to come to orientations and other beginning activates at the beginning of a students college education is another way to increase capital for all members of the family and to give Latino/a parents the insights that they need into their sons and daughters new experiences. This inclusion, as Borunda notes in her three bridges model, "provides another element to bridge building that will mitigate the divide" that first generation students will feel as they begin an experience that none of their family members have had.

An effective communicator will also acknowledge the unique difficulties that Hispanic students will have in making the transition to college. Nunez and Elizondo note in several places in the report that Hispanic students typically have a higher degree of responsibilities in their homes in terms of caring for extended family members and being a contributing member of the household. Acknowledging these realities and providing services, like counseling or support systems or skill building workshops, to help students address these pressing needs builds a trust in the minds of the student and a sense that their institution is place that will adapt to address their needs not only as students in a classroom, but as human beings on the road to achieving a higher vision. This is exactly the kind of vision that Nunez and Elizondo encourage us to build in their report.

Another opportunity for effective communication that this report eludes to is the communication across the educational segments. Institutions tend to exists in "silos": K-12s are insular unto themselves and community colleges rarely have interactions with faculty and staff at their transfer institutions. This is an opportunity for leadership. For example, Nunez and Elizondo state at the end of the report that programs like GEAR UP should be considered as models of cooperation between K-12 and higher ed . Baccalaureate –granting institutions. The report cites such workshops are a way of developing cultural and social capital among Hispanic families

Professional Role

Many elements of California and Federal policy will apply to the issue of repairing the "transfer leakage" inherent in the Hispanic student population. In July of 2012, the California legislature passed SB 1456, commonly known as the Student Success Act of 2012. This policy instituted a number of changes in funding to the community college system. Among other important elements, college districts have become more accountable for the success of their students in that improvement in performance is now tied to funding dollars. For instance, census is not taken in the first two weeks of classes, but in the last there or so weeks of classes, providing an incentive for instructors to make an effort to retain students instead of just get them into classes. This shift will serve many of the suggestions that Nunez & Elizondo make in "Closing the Gap".

An appropriate role for the Federal Government to play in increasing Latino/a transfer rates is in financial aid and institutional accountability for transfer rates. The Federal government already plays a large role in making federal aid available so that students have low cost options, such as Pell Grants and Stafford loans, available to complete their education. More conservative compositions of Congress, however, will likely make cuts to Education funding, which includes the amount of available Federal financial aid. One improvement to Federal education policy would be to develop a mechanism to tie Education funding to degree-progress or to make it more difficult to decrease established Education funding. These are many of the practices that California has implemented as part of AB 1456.

The Federal government could also develop a set of policies to aid institutions in developing their faculty and staff to be more culturally aware and to make educational practice more accessible to all. Institutions can already apply to programs such as TRiO with grant proposals to address the culturally underrepresented within their institutions. The high accountability standards with programs such as TRiO, make institutions accountable for the spending of grant dollars on programs that are targeted and specific and this would be beneficial for the Federal government to do. Programs that embrace every element of institutional culture and instill new kinds of communications among departments, particularly

instructional and student services departments, will be the most effective in addressing the needs of Latino/a students since they are the population that would benefit most from these sorts of collaborative, culturally based programs, according to the data cited in Nunez & Elizondo's report.

Leaders are now encouraging faculty to be more responsive to student needs and to be more sensitive to the kinds of issues described in the article (working a lot, being a first generation student) not only because it is the right thing to do, but because the institution is responsible for providing improved success data. DuFour & Eaker discuss the reasons that educational reforms fail in "Failure of Education Reform" and they note that "misplaced focus" and "lack of clarity on intended results" (62). Though DuFour and Eaker discuss this in terms of the No Child Left Behind Act in a K-12 setting, their basic premise applies to the kinds of reforms that Nunez and Elizondo call for in "Closing the "Latino/a Transfer Gap".

Nunez & Elizondo repeatedly cite the low achievements of Hispanic students in relation to their demographic counterparts. One of the aims of Nunez and Elizondo's report is to provide some avenues for institutions to pursue in terms of developing a more inclusive policy set for diverse populations of students. An additional aim of Nunez and Elizondo's report is to compel action on the parts of community college leaders to improve. And they are right. Nevarez and Wood remind us that "Ethics present a challenge at the system level", particularly when "systems and practices are unclear, absent, or ineffective". (Nevarez & Wood 54) In the case of the achievement of Hispanic students, the system would appear to be disproportionately ineffective. Though student in community colleges as a whole do not complete as the public investment would like them to, Hispanic students have the lowest completion rates. The ethic of critique perspective would ask leaders to examine and "reframe concepts such as privilege and power" to find a solution to the "interia that can become the enemy of responsible behavior" (Nevarez & Wood 50).

Leaders must find a way to hold stakeholders within the institutions accountable for the achievement rates of their students. This can be done through the analysis of retention rates, examination of retention patterns and exploration of support systems that the institution can develop.

The institution, as a whole, can integrate keeping students instead of simply getting students, into the institutional culture. Though the advent of legislation such as AB 1456 provides leaders with some newer tools in terms of accountability, institutions must find ways to provide interventions for teachers and other stakeholders to build programs and practices that will begin to level the achievement gap not only for Hispanic students, but for all students. Reporting measures, such as early intervention measures when students begin to not show up to classes, would be one way to begin to address this and invite stakeholders such as counselors into the conversation in a way that did not hold classroom practitioners exclusively accountable for these behaviors, but gave several tiers of intervention. This would be one of the types of practices that Nunez and Elizondo recommend in "Closing the Latino/a Achievement Gap".

K-12 districts have long advocated community engagement and involvement as a necessary element of student success and it is a program that community colleges need to develop. One necessaryul element of the Puente program is a community mentor from the Hispanic community. These mentors give students a role model and a vision of what can be achieved through persistence and academic success. This is just one way that community engagement is important for all students and in the case of the Hispanic population, with their cultural value of "familia" it is very important. Since, as quoted by Nunez and Elizondo, 68% of Latino community college students are fist generation, they need to see someone like themselves achieving the economic and academic success that they are working toward. If this notion of community engagement were widely institutionalized, more Hispanic students would have the role models they need to be successful. Leaders who can provide this kind of program, and other programs that promote connections between Hispanic students and the greater community, are expanding the capacity of their institutions to not only provide college graduates, but to enrich the diversity of the workforce. Many of the skills that Nunez & Elizondo refer to in their "Framework to Address Transfer" (Linguistic—knowing more than one language"; social -"information gained through peer and social

networks", etc) are skills that are highly apllicaable to the workplace and having a community mentor to develop those connections can only be an asset not only to Hispanic students, but to all students as they move from college to the workplace.

Practical Applications

Though "Closing the Latino/a Transfer Gap" concentrates on the issues that are inherent in the P-20 education pathways for Hispanic students, the article does not give enough attention to the preparation that Latino/a students receive prior to coming to community colleges. This is one opportunity for colleges to consider as they begin the process of developing new programs that will better serve Hispanic populations. Nunez & Elizondo mention several studies that document increased transfer rates for Latino/a students. Most of the programs cited describe learning communities, programs that include family members, etc. These are all worthy and effective ideas, but the challenge for community colleges across the nation is how to scale the types of programs mentioned to larger, more urban settings or to settings that have restricted resources. Money, time and space are scarce in community colleges and these types of smaller, more personal programs, that are no doubt beneficial, require diverse kinds of cultural, academic and social supports for their various facets that do not exist in many community college settings. Capacity building policies (Alexander 95) that will help institutions "expand the capabilities of the community or organization by enhancing and developing learning" are exactly what is needed. There is much in the report that discusses the fact these programs work, but the report neglects to go into detail about WHY they work or how to go about developing a scalable version in different types of institutional settings.

Without doubt, no matter what new types of programs were implemented by an institution, professional development would need to be addressed. Faculty and staff will need time, compensated time, to develop the skills needed to interact with students in new ways. Learning

communities require different teaching skills than the traditional lecture course; grammar can be taught in such a way as to embrace gradual change than a memorization of rules. The types of programs that Nunez & Elizondo call for in "Closing the Latino/a Transfer Gap" require a breaking down of the silos, the traditional roles that teaching faculty and counseling faculty have played in the roles of students, so that new kinds of dialogue can take place. Freire (56) calls for "dialogical action" for justice to take place and states that such dialogue is required for liberation and to reveal truth.

As previously mentioned, the "new normal" in California Community Colleges is the implementation of SB 1456, the Student Success Act. Every segment of education suffered drastic budgetary reductions in the recession of 2008 and after and those monies are now returning, but, via the Student Success Act, they are not returning in the same way. The state chancellor's office collects data on student ethnicity and achievement and other data points, disaggregates it, and presents it to colleges. Colleges must then develop targeted plans to address the inequities in their data so that they can improve. This gives an entirely new shape to the ways in which the institution uses data. This shift has resulted in the kinds of conversations that Nunez and Elizondo call for in their article. The Ikemoto and Marsh Framework for Data Driven Decision Making calls for "inquiry-focused" techniques that examine "complex data" and "significant investment in time and resources to probe a particular problem of practice". This is precisely what Nunez and Elizondo call for when they encourage institutions to "develop more supportive environments that are culturally responsive to Latino community college students". (Nunez & Elizondo 6)

These new demands on institutions, such as those called for by Nunez & Elizondo as an ethically sound practice and made policy by AB 1456 in California, require faculty to interact in new ways and make sweeping changes to the ways that the practices of teaching have been performed in the past. This is difficult under the best of circumstances, even if the people involved are philosophically invested in the change. Thoughtful leaders will recognize that any change will make faculty and staff have to work harder and some compensation, stipends, salaries or

time, will be necessary to effectively manage it. The redistribution of work or other responsibility as a tradeoff would also be an acknowledgment by leadership that change is difficult, necessary and worthy. Bolman & Deal remind us of MacGregor's Theory Y, "the essential task of management is to arrange conditions so that people can achieve their own goals best" (126). Money is not always available, but leaders will be creative in the kinds of compensations they can offer their people as they implement these kinds of changes.

SB1456 holds institutions accountable for who they spend their dollars on and how effectively those dollars were spent in terms of improvement numbers. There are two "arms" of SB1456, the SSSP (Student Success Plan) and the Student Equity Plan. Both of these subsets of policy connect to the kinds of outcomes that Nunez and Elizondo call for in their report. The SSSP calls for students to have a specific plan for transfer and to regularly consult with a counselor regarding placement. Counselors receive data from instructors regarding a student's progress and, if a student is failing, they are called into the counselor's office to discuss the situation and make plan. This connects to Nunez and Elizondo's many calls for more connection and outreach between faculty and students and allow faculty a mechanism to provide support for students who struggle with the balance of academics and life's other sorts of demands.

But all of these changes do put new demands on faculty, but also provide opportunities for professional development and growth. Just as Nunez and Elizondo point out the need for improvement in Hispanic student transfer numbers, they also call for detailed changes in the role of faculty and staff. Nunez and Elizondo note that "faculty staff and administrators can serve as institutional agents to offer Latino students guidance" and are the probably in the best position to do so, as they are the ones that those students have the best opportunities to form relationships with. Nunez and Elizondo encourage faculty to become "transfer champions" , but this will take some professional development for faculty. Institutions and culturally sensitive leaders can provide opportunities for faculty and staff to learn more about Hispanic culture and about

some of the challenges that these students face so that they will be in a better position to become the "faculty champions" that are called for in the report. Building a supportive culture for faculty as well as for students provides an opportunity for social reinforcement theory.

Leadership

The leadership issues in improving the transfer rates of Latino/a students in the community colleges are nuanced. There are many opportunities to expand the vision of the institution in terms of the achievements of lower achieving students and to provide new lens to increase the success numbers of Latino/a students.

Though Nunez and Elizondo do not directly speak to the mission of the California Community College system, the article addresses it strongly. In many ways, the job of increasing community college transfer rates for Latino/a students is at the heart of the community college mission. The California Master Plan for Higher Education states that community colleges are an "open-access" institution with an obligation to serve "all students who can benefit" from an education" and, as Vaughn (2006) notes open access "is a manifestation of the belief that a democracy can thrive…only is people are educated to their fullest potential". This is why is it critically important to respond to the issues that Nunez & Elizondo raise in their article. If community colleges are losing Hispanic students, the demographic with the highest first generation students and immigrants among them, then it is our fundamental responsibility, within the parameters of our mission, to fix it and to address the institutional improvements the authors suggest.

Strategic planning will be a critical element in the improvement of the transfer rates of Latino/a students in community colleges that Nunez and Elizondo call for. Institutions spend a great deal of energy developing strategic plans regarding almost every element of institutional

life: facilities, hiring, curriculum & programs, etc. Given the statistics presented in this report and the need for college graduates in society, institutions also need to focus specifically on improving diversity representation across the institution. Though Elizondo and Nunez concentrate almost exclusively on practices that will aid the progress of Hispanic students, institutions have a responsibility to consider all demographic segments within their structures. Teams of faculty from across the institution need to develop strategies and goals that will increase under-represented demographic segments in all of their programs: women in STEM degree paths, the presence of LGBT-centered curricula and other areas that the institution can identify. The transfer rates of Hispanic students would be one of these. Webb & Norton (28) identify several facets of strategic plan evaluation that would be helpful to institutions as they develop plans to address the inequities called for in the report. Plans must be comprehensive, integrative, continuous, multi-year, input-driven and flexible. All staff need to be involved in developing plans so that the changes will become part of the institutional culture.

Developing programs that will embrace the needs of Hispanic students and will synthesize the cultural, social and academic facets that are called for in the exemplar programs cited in the article. These programs will require coordination across institutions and must, as Webb and Norton note in the first steps of their strategic planning process, must be comprehensive and integrative, so that it hits all of the subunits involved and must provide the flexibility for modification and change that will allow for the continuous gathering and analysis of data so that faculty and staff can monitor progress across the institution and develop their practices as the data analysis directs. Leaders will provide both opportunity and structures for these conversations to occur and to be ongoing.

Van de Ven's typology for recognizing problems in managing change (Bess and Dee 796) is a helpful tool in sorting out the conflicts that will inherently arise when implementing change of the magnitude called for in the report. Van de Ven identifies four types of problems (human, process, structural and strategic). The most likely type of problem the changes the Nunez and Elizondo call for is a structural problem. Van de

Ven notes that structural problems stem from "managing the whole to parts relationship and that changes in "isolated units" are linked to "larger change". Unit change may seem disruptive and difficult to connect to changes across the organization. Though the changes called for by Nunez and Elizondo are aimed at Hispanic students, they provide 006xemplars that will be effective, arguable, for all students. To achieve true equity via these types of models, the logic must apply across all segments of the institution, thus calling for collaboration and team building across different areas of the college. If the "transfer champions" that Nunez and Elizondo call for are going to exist across the college, then as Barth (2006) notes that without a existence of a collegial culture in which professional talk about their practice and root for the success of one another, no meaningful improvement can be made".

Equity

The patterns that Nunez & Elizondo illustrate and discuss in "Closing the Latino/a Transfer Gap" are equity issues at their core. Community colleges are open access institutions, so "access" is established politically by the system, there is an open door, but the true access issue is how to close the capital gap so that Hispanic students will have a less alienating, more culturally responsive institution in which to grow and thrive academically. Freire describes the conditions Nunez and Elizondo describe for Hispanic students with his ideas of how educational institutions are "anti-dialogical". He describes the banking method of education as a form of "conquest" that "imposes objectives upon the vanquished" and reimagines the education experience as a more "dialogic" experience where the "subjects" (teachers & students) "meet in cooperation in order to transform the world". This concept is, indeed, what Nunez and Elizondo call upon institutions to build: a place where Latino/a students are empowered to become part of the dialogue" and see themselves and their values reflected in the institutional fabric.

Nunez and Elizondo discuss the institutional barriers that Hispanic students face in some detail, noting that Hispanic students arrive in college "under-prepared for college level work" (Nunez and Elizondo 4), but also offer a number of solutions to the problem such as developmental labs to accompany transfer-level courses, learning communities that will allow Hispanic students to access more cultural capital, and other programs. All of the programs that Nunez and Elizondo cite in their article are programs that have been successful in other institutions in raising the success rates of the Hispanic students that the programs have served. These programs represent one method of providing a culturally responsive pedagogy across the institution that should result in improvement of transfer numbers for Hispanic students. Freire insists that no system of education is neutral and that "bias is inherent in selection or ordering of facts" (Gibson 1999).

In considering the information presented in "Closing the Latino/a Transfer Gap", a careful evaluator of this information cannot overlook the effect of the inequity-ridden K-12 system. Latino/a students are coming to community colleges from a system of education that has not prepared them adequately for the challenge they will face in this new segment of the system. Latino/a, as a demographic group, have already faced many years of misaligned education to the extent that they are not graduating from high school, let alone achieving college transfer, at the same rate as their peers. If K-12 districts developed programs that with the same cultural sensitivities as are being proposed by Nunez & Elizondo for community colleges, the system as a whole might have a chance at reversing the trend of Hispanic underachievement in Education. This shortcoming, compared with the cultural disconnects that Nunez & Elizondo describe in the article, can be held largely accountable for the reason why intelligent and ambitious young men and women do not succeed at the rate of their peers. K-12 institutions can

Bess and Dee suggest through the lens of critical theory that power and ideology shape the construction of reality (Bess and Dee 62) Deep structure of institutional barriers resulting in the achievement of Hispanic students. The results of the deep structure inequalities are observable in the surface structure of the low transfer rates of Hispanics cited by Nunez and Elizondo in the report.. By introducing culturally responsive

pedagogy, pedagogy and professional development for teachers that result in new ways of thinking about diversity in the world around us, we invite other students to the table and provide not only actual access to education through providing a seat, put ideological access to education by changing the way that we think in developing a new conversation around social and cultural issues associated with learning. This is what Nunez and Elizondo essentially call for in their report. New ways of presenting traditional college material to Hispanic students so that their achievement of higher education goals is more reliable and actionable.

Cultural Ecological Theory also helps us think about how to operationalize the ideas that Nunez and Elizondo present in their report. Nunez and Elizondo emphasize the fact that culturally responsive instructional leadership is needed to provide better access and to better articulate high expectations for minority students. The community influences the ways minorities perceive education—how parents and their cultural views often differ from the majority view. Cultural Ecological Theory helps educators explore how schools can be a seen as a process of subordination and control and how symbolic beliefs embedded in curriculum and institutional practices can be a barrier to those involuntary minorities (Ogbu & Simmons) that come to education from other perspectives and paradigms   Another theoretical touchstone that helps practitioners think about the equity lens is Derrida's idea that "the meaning of discourse can never be fully actualized because the definition of a text is dependent upon the definition of another text, which in turn is dependent upon another text" (Derrida 1972)

Conclusion

Moore and Shulock published a report entitles "Divided We Fail" that detailed many of the issues that are both stated and inherent in "Closing the Latino/a Transfer Gap: Creating Pathways to the Baccalaureate" by Anne-Marie Nunez and Diane Elizondo. Nunez and Elizondo detail the trajectories of Hispanic students as compared to other demographic groups and offer some solutions that are targeted to improving those

numbers. The bottom line for the writer s of the report is that economic gain is eluding the Hispanic population as a whole and that baccalaureate attainment and the economic ascension that come with it are an essential component of reversing this trend. Though the report is narrowly focused on Hispanic students and could expand its comparative base, its message is effective.

In an earlier report "Divided We Fall" that details many of the same issues that Nunez and Elizondo bring up, Moore & Shulock remind us that "demographics are not destiny" (8) and "enrollment patterns provide clues" to what is missing in higher education for minority students and provide many of the same recommendations that Nunez and Elizondo encourage community colleges to adopt to address the "transfer leakage" in the Hispanic student population. It is incumbent upon us, then, as community college leaders, to develop practices and programs within our own institutions that will address these inequities not only for our Hispanic populations, but for all the students who tend to fall through our cracks. If we can manage to do this, as a system, then we will be closer to the fulfillment of the California Master Plan for Higher Education