

ABSTRACT

SHILOVA GUY, ELENA. Case Study of the Reinforced Instruction for Student Excellence (RISE) Teaching Faculty's Understanding of Theoretical and Practical Applications of Maslow's Theory of Human Motivation in a Corequisite Developmental Classroom. (Under the direction of Dr. Michelle E. Bartlett).

Developmental education field has been going through numerous transformations with the main focus being on an overall student success rate and transfer. The latest legislative decisions resulted in a few new approaches to developmental education being introduced to the teaching faculty in the state of North Carolina (NC), as well as around the country. This research focuses of faculty members, involved in a new NC corequisite model of developmental course delivery (NC RISE), prescriptions of their students' needs by channeling Maslow's groundbreaking work on motivation and human needs (Maslow, 1943).

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Case Study of the Reinforced Instruction for Student Excellence (RISE) Teaching Faculty's
Understanding of Theoretical and Practical Applications of Maslow's Theory of
Human Motivation in a Corequisite Developmental Classroom

by
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DEDICATION

I would like to dedicate my dissertation to my audacious family in Russia – mamanya, papanya, Andrushenziya, Zheka, all my wonderful uncles and aunts, and many other family members... and the US family – to all my boys - I hope you always strive to achieve your dreams! I love you all to the moon and back, oh, and over the ocean!

In loving memory of my wonderful grandparents - Babushka Tonya, Ded Adik, Babushka Toma, and Ded Pasha. I love you!

Also, in loving memory of my childhood nanny – Babushka Nona. I love you!

BIOGRAPHY

When you are a teenager, you think you have all the answers and know your path until you are 142. Well, none of us do, and neither did I. When I was trying to learn English in a semi-communist Russia, by watching the same VHS tape for over a year, I thought I was just having fun and being different. Well, little did I know that this will be the language that my kids and I will speak for the rest of our lives. There it goes - you truly never know what life will give you.

I thought that criminal law was my path and was determined to pursue it, but I was wrong yet again. Apparently, as you become a parent, you no longer can be strict and linear without having the intended or unintended consequences. And, thus, here we are. I am in a foreign country; my kids grew up speaking English and not Russian; I spent decades teaching English as a Second Language; and I am getting a degree in education. So, if I were to tell my teenage self, “Hey, you might have a plan, and then life will have a plan for your plan.” However, I would have never listened, and so I shall not even pursue it.

So, to my lovely children, since I would not listen anyway, I say: “No matter where your life takes you, live it fully and know I love you!”

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CHAPTER 1: INTRODUCTION

The good or “healthy” society would then be defined as one that permitted man’s highest purposes to emerge by satisfying all his prepotent basic needs.

—*A.H Maslow, A Theory of Human Motivation*

When Harvard University opened its doors in 1636, “it was determined that applicants needed to have a working knowledge of Greek and Latin,” which they had to obtain from “local clergy” prior to being admitted (Boylan & Bonhan, 2014, p. 1). At the start of the 20th century, Martha Maxwell wrote in her research that “more than half of the students enrolled at Ivy League universities in 1913 had failed the college entrance examination and were placed in preparatory classes” (Maxwell, 1997, as cited in Boylan & Bonhan, 2014, p. 2). It is evident that academic preparation of some and underpreparedness of many are not recent phenomena.

Federal and state educational agencies frequently question who should be held accountable for an inadequate high school preparation of American students for college—parents, schools, teachers, school boards, curriculum developers, politicians, legislators, or students themselves? Acknowledgment of the persistent inability to close the achievement gaps between various groups of students has led to comprehensive restructuring efforts in the realm of remedial education. Despite numerous well-intended changes, restructuring efforts, and financial investments in the past few decades, many students arrive at college doors underprepared for academic work at the college level as “policies that are characterized by the language of social justice have long produced an opposite effect, ultimately harming those they intend to serve” (Jordan & Picciano, 2020, p. 14).

Background

Conversations about college readiness have been going on since colleges became a part of America's social structure. In 1795, the year that the University of North Carolina at Chapel Hill opened its doors, "vast numbers of its students...had come unprepared" (Snider, 1992, as cited in Boylan & Bonhan, 2014, p. 1). College readiness, if perceived from "an educational attainment process perspective... represents an accumulation of knowledge and experiences that prepare students for college" (Maruyama, 2012, p. 253). And while it is easy agree with the immense value of college readiness for incoming community college, and higher education in general, students and their families, institutions and our society, concerns lie in measuring college readiness itself (Maruyama, 2012) and identifying causes for a persistent failure of its achievement by so many, with minority students and those living in poverty being tremendously and disproportionately affected.

Resolving the problem of academic underpreparedness among students requires a thorough understanding of its root causes. Just as an incorrect medical diagnosis is not going to resolve a patient's illness, misidentifying the root causes of this centuries-old problem will not solve it. In a background statement of *The Toolbox revisited: Paths to Degree Completion from High School to College*, a continuous reiteration of the fact that minority students and those living in poverty are being tremendously and disproportionately affected by the low academic achievement and successful completion of a bachelor degree is present, "While the 66 percent completion rate sounds impressive for a mass system of higher education, it masks an unhappy differential by race/ethnicity, and more so by socioeconomic status" (Adelman, 2006, p. 3).

In the fall of 2019, the College Affordability Act brought national attention to the cost and quality of higher education in America. Its goal is "to amend and strengthen the Higher

Education Act of 1965, to lower the cost of college for students and families, to hold colleges accountable for students' success, and to give a new generation of students the opportunity to graduate on-time and transition to a successful career" (College Affordability Act, 2019, p. 1). It was preceded by a number of related bills from both sides of the U.S. Congress.

The Remedial Education Improvement Act (also known as H.R. 3950), introduced into Congress on July 24, 2019, focuses on improving remedial education and ensuring that community college funding is provided when it is "based on five models found to have success on a small scale" with further research "through collection of data, reports, and evaluations," leading up to replication of successful strategies (Remedial Education Improvement Act, p. 2). Funding of the remedial community college programs mentioned above was proposed to be granted on a competitive basis. Grant applications are to include "evidence-based, effective strategies for providing instruction to ensure that students are prepared for courses at the postsecondary level" (Remedial Education Improvement Act, p. 3).

Another important component of the grant application for remedial programs' funding, as proposed in H.R. 3950, is a close collaboration and consultation among the stakeholders involved in the continuous improvement process of remedial education, "individuals with expertise in remedial education, students enrolled in remedial education, and faculty instructors for remedial education" (Remedial Education Improvement Act, p. 4). This indicates that continuous conversations between not only legislative authorities and upper-level administrators in higher institutions, but with students could have deciding power in the process.

Additionally, the Remedial Education Improvement Act proposed a close monitoring of the success rate of the remedial education outcomes by an independent evaluator who was to note "the impact of the remedial education programs" by collecting data on "degree completion

at the postsecondary level and the outcomes of the remedial education programs within and among models of remedial education” (Remedial Education Improvement Act, p. 5–6). Five models, classified as successful by the authors of the proposed bill and aimed at improving remedial education, are high school and postsecondary coursework alignment, accelerated coursework, modular instructional methods, corequisite model, and systemic reform (Remedial Education Improvement Act, p. 6–8).

The Community College Student Success Act (116th Congress H.R. 3578) was introduced on June 27, 2019. Its focus is on providing financial resources “to eligible institutions to plan and implement programs that provide comprehensive support services and resources designed to increase transfer and graduation rates at community colleges, and for other purposes” (Community College Student Success Act, p. 1). It is important to note that program advisors assigned to eligible students being referred to remedial courses are to ensure that students complete them quickly (Community College Student Success Act, p. 22).

The State of North Carolina has legislative orders in place that require implementation of Career and College Ready Graduate Alignment Partnership—high school and postsecondary coursework alignment (CCRGAP) and Reinforced Instruction for Student Excellence (RISE)—a corequisite remedial model (General Assembly Of North Carolina session 2015, Senate Bill 561). Various North Carolina colleges have already started piloting accelerated coursework and modular instructional methods. The NC RISE started in 2016. In accordance to the Complete College America reported:

Over the last three years, North Carolina Institutional Research and The Belk Center for Community College Leadership and Research established a set of Program Requirements that are ‘absolutely necessary for consistent data,’ as well as Program Best Practices ‘to

indicate potential differences in success rates' and allow for flexibility of practice. The overarching reform process has been iterative to achieve the best results (Complete College America, 2020).

A report by Complete College America (2020), which was published in September of 2020, a few months after the data collection for this case study concluded, parallels many findings written by the researcher in this manuscript.

When this research began, NC RISE was to become a full-scale initiative at the start of 2020-2021 academic year, however, due to COVID-19 pandemic having had an unprecedented effect on the entire educational realm, the scaling up of the RISE initiative was postponed. By the summer of 2020, when the data collection for this case study begun, a large number of NC colleges have already started piloting an accelerated course work and modular instructional methods as prescribed by NC RISE.

Problem Statement

Boylan and Bonhan (2014) wrote that twenty years after *A Nation at Risk* (1983) was published and despite all the remedial education reforms and financial investments made by the stakeholders involved in the process, the overall number of students who require remedial education in order to be considered college-ready, dropped by one percent. Boylan & Bonhan equate these results to “no impact on college readiness of those who graduated from public schools” (Boylan & Bonhan, 2014, p. 3).

It is quite timely to mention George Santayana's quote from 1905: “Progress, far from consisting in change, depends on retentiveness... Those who cannot remember the past are condemned to repeat it” (Santayana, 2017, p.132). Being able to consider the perpetual nature of remedial education could be a plausible way to resolve the problem of understanding and

addressing needs of underprepared students fully. The reality of the situation, however, is that lingering needs for remediation, while being resolved for one generation of students, morph into new academic discrepancies.

If corequisite community college instructors are simply asked to follow old methodologies within a newly minted setting (the corequisite classroom), then students will not have any additional opportunities to learn and grow academically than if they had been in a traditional developmental classroom. It is important to determine whether corequisite instructors understand the needs, concerns, approaches, and methodologies that are most beneficial for the new educational setting and their new corequisite groups. These students are not as academically prepared as some of the earlier cohorts of students entering gateway classes. It is of great importance to take into consideration that, prior to the corequisite reform, these students would have not been granted access into a regular credit-class setting.

Properly meeting remedial students' academic and affective needs is a challenging endeavor that requires skillful execution and professional development efforts tailored specifically for it. If the training needs of RISE instructors are not identified and addressed prior to a state's full implementation of the remedial reform, the resulting gaps can potentially have a negative impact on students' academic successes.

Last year, a North Carolina Reinforced Instruction for Student Excellence (RISE) team "conducted an evaluation of the faculty experiences teaching in corequisite and transition courses this semester at the 14 pilot schools" (DeSantis & Deal, 2019). The same team also conducted a similar evaluation of the student focus groups. Its authors noted that the main objective of RISE is "to increase gatekeeper momentum and to begin to close the equity gap" (DeSantis & Deal, 2019, p. 4).

The RISE initiative stated a number of competitive goals, including “properly placing students into gateway level courses with or without mandated corequisite support “eliminating a placement test with a few exceptions, and “raising the GPA criteria for a student to be eligible to be enrolled from 2.6 to 2.8” (DeSantis & Deal, 2019, p. 4). Placement and scheduling of the transitional and corequisite classes were observed to be following a normal trajectory; however, communication, course content, and resources were of concern to those who have given their input. Communication patterns were noted to be sporadic within the institutions among both corequisite and transitional faculty, while the content of the courses posed confusion and concern among both groups; corequisite faculty were unsure of what content could be incorporated into their classroom instruction, while transitional faculty expressed deep concerns with regard to the modular instruction with students seemingly avoiding instruction by focusing on perpetually retaking tests (DeSantis & Deal, 2019).

A similar report, conducted by DeSantis and Deal with a number of student focus groups, highlighted a number of positive and negative points in regard to the implementation of the RISE pilot. Students appeared appreciative of the new structure of remediation (corequisite classes), but instructor-student ratios seemed overwhelming to students and the emporium model of transitional classes came across as a challenge for students who desired direct instruction. Students also cited visibly disjointed communication patterns among their corequisite and gateway instructors, overcrowded classes, and lack of support that would enable them to move forward with content teaching. at times, being replaced by the emporium instructional model, as well as being “test subjects” to the unfolding remedial reform (DeSantis & Deal, 2019).

Purpose Statement

The purpose of this study is to determine whether corequisite developmental instructors

perceive Maslow's hierarchy of needs as beneficial in their efforts to identify and address corequisite students' basic needs.

Research Questions

Overarching Research Question: How does Maslow's hierarchy of needs impact North Carolina community college corequisite instructors' perceptions of students?

Subquestion 1: How do North Carolina community college corequisite instructors perceive the linearity of Maslow's hierarchy of needs when considering the college underpreparedness of their students?

Subquestion 2: How do North Carolina community college corequisite instructors perceive Maslow's hierarchy of needs when considering students with physiological or safety needs?

Theoretical Framework

The theoretical framework for this study will be Maslow's theory of human motivation (1943) and stereotype threat theory as described by Steele (2011). The main premise of Abraham Maslow's (1943) theory of human motivation is that "human needs arrange themselves in hierarchies of prepotency...every drive is related to the state of satisfaction or dissatisfaction of other lives" (p. 1). Maslow identified five basic needs: physiological (hunger, thirst, etc.); safety; love and belonging; esteem; and self-actualization (p. 14). Maslow's theory is applicable in this case study as it will allow researcher to understand corequisite instructors' perceptions of various aspects of human motivation as they analyze scenarios presented throughout the interviews. Stereotype threat theory is appropriate for this study as it focuses on the dramatic effects of stereotypical thinking, regardless of its conscious or unconscious nature in each individual case. Even when students are not cognizant of the damage being inflicted on their academic and

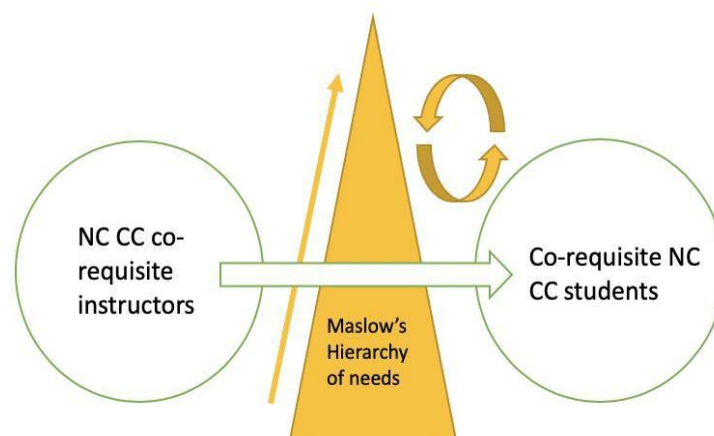
emotional state of being, the process does not stop to erode their wellbeing. Claude M. Steele (2011) underscores the great positive change that is possible if stereotype threat is addressed properly, writing that “as an unrecognized factor in our lives, it can contribute to some of our most vexing personal and societal problems” (p. 11).

Conceptual Framework

The conceptual framework in Figure 1 depicts the research questions of this study.

Figure 1

Conceptual Framework



According to Steele (2011), stereotype threat damages an individual’s ability to feel belonging in a group or society. Individuals who adamantly want to prove the invalidity of stereotypes placed on them by others are impacted the most severely on both physiological and psychological levels; they may experience high blood pressure, anxiety, lack of focus, problems multitasking, diminished cognitive abilities, and a general feeling of distrust. Corequisite students are at an even higher risk than developmental/remedial students, as they may have

additional negative stereotypes to disprove. This conceptual framework allows the researcher to perceive corequisite students' needs from physiological and emotional vantage points.

Significance of Study

Root cause analysis of the problem of the continuous need for academic remediation in so many students who enter higher education in US is challenging. The issue is not stagnant, yet current analysis of it assumes that it is a stagnant, predictable, and linear problem. This study is of heightened importance in North Carolina, as the state is in the midst of developmental education reform. Other states around the country have been proactively addressing underprepared students' needs, yet there are no definitive answers on how to completely resolve this societal issue.

This study will focus on identifying perceived basic needs of the students enrolled in corequisite classes from the standpoint of their corequisite instructors. While the possibility of enrolling in credit-bearing classes is an outstanding opportunity for these students, it is vital that their basic needs are addressed correctly by institutions of higher education in order to increase their chances for individual academic successes.

Limitations

This study's findings will only be as true as the perceptions of the participants and as accurate as researcher's observational capabilities.

Delimitations

Time: This study is bound by only several semesters in which participants of the study were involved in teaching corequisite remedial classes.

Setting: The study is bound by the location of community colleges within North Carolina currently participating in the pilot RISE program. This study is limited to just a small group of participants (10-12 faculty members) bound by a singular state regulations and curriculum needs.

Terminology

Developmental/remedial education. Programs that consist of courses and support services designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. These may include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are developmental courses that do not count as credit toward a degree, diploma, or certificate (North Carolina Community College System, 2018, May 9, p. 23-12).

Corequisite. Increase gateway course completion within the first year by enrolling entering students into the college-level math and English courses, providing those who need additional help with a concurrent course of lab that offers just-in-time academic support (Complete College America, 2020).

College readiness. A level of academic preparation deemed sufficient for entry into gateway classes without remediation.

Maslow's theory of human motivation. A positive theory of motivation that stipulates a prepotency to human needs arranged in a hierarchy (Maslow, 1943).

Maslow's hierarchy of needs. Theory that there are five layers or basic types of human needs: physiological, safety, love, esteem, and self-actualization (prepotency of each need is embedded in the structure of the hierarchy; Maslow, 1943).

RISE (Reinforced Instruction for Student Excellence). A new approach to increase enrollment and success in gateway-level math and English courses, thought to increase the

number of students on a path to academic and career success. RISE proposes replacing the placement-testing component of the multiple measures approach with “corequisite remediation,” in which developmental education courses are offered at the same time as college-level courses. National research supports corequisite remediation, showing especially large improvements in success rates for first-generation college students and minority students (North Carolina Community Colleges, 2018, November 1, p. 7).

Stereotype threat. Refers to the risk of confirming negative stereotypes about an individual’s racial, ethnic, gender, or cultural group. The term was coined by Claude Steele and Joshua Aronson, who performed experiments that showed that Black college students performed worse on standardized tests than their white peers when they were reminded, before taking the tests, that their racial group tends to do poorly on such exams. When their race was not emphasized, however, Black students performed similarly to their white peers (Great Schools Partnership, 2013).

Linearity. Relating to, resembling, or having a graph that is a line and especially a straight line (Merriam-Webster, 2020).

Learning assistance. At its best, learning assistance is carefully coordinated and supported with enrollment management programs that result in higher persistence rates and student success (Arendale, 2010, p. vii).

Organization of the Study

Case study research was chosen as the method for this dissertation. The researcher conducted semi-structured interviews with 11 RISE pilot instructors from around the state of North Carolina. Face-to-face interviews are an ideal method of data collection; however, as research had to be conducted during the COVID-19 pandemic, face-to-face meetings were not

feasible and video conferencing tools were utilized. Interviews were recorded by the researcher and transcribed professionally by an approved third party. Common themes were the focus of the study, as well as individual narratives and the researcher's findings, found to be pertinent to Maslow's research on basic needs and motivations and Steele's studies.

Chapter Summary

Various approaches to learning provide a linear trajectory for one's academic journey. Corequisite developmental education goes against a linear trajectory, as it does not start at the lowest available point of entry. For decades and even centuries, remedial education diligently moved students along a line of completion that was logical and clear. Such a course takes some students additional years and does not always end in the desired, anticipated outcome. It appears that a corequisite developmental setting is an antidote to remedial failure. Could it be that linear model is stifling the achievement and progress of students?

It is important to be cognizant of the history of linearity in education in the U.S.: grade progression in K-12, Bloom in learning, basic skills sequences in remediation, phonics in reading instruction, letters and grammar in writing instruction, art techniques before art studio work are all manifestations of linearity.

Maslow's theory of human motivation is often portrayed as having a rather rigid structure. However, a closer examination of his 1943 work on this topic reveals a great amount of agility and reciprocity within its structure. Its proper implementation in a corequisite classroom could be an invaluable tool. This research focuses on whether Maslow's work is understood fully and is implemented conscientiously in a corequisite developmental setting.

CHAPTER 2: LITERATURE REVIEW

Poverty seems a better guarantee of closeness of the family, of inexpensive group activity... under reasonably decent personal and family conditions all basic needs are very easily satisfied.

—A.H Maslow, *A Theory of Human Motivation*

Introduction

Corequisite education is being advised as a viable alternative to standalone remedial practices (Ran & Lin, 2019; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, 2017). Its format as a combination of remedial classes and credit-bearing (gateway) classes allows students who would otherwise be academically underprepared to simultaneously gain needed academic skills and support while being enrolled in a gateway class. For many generations of underprepared—and, thus, deemed “not college-ready—students, remedial education was available only as a prerequisite to credit-bearing classes. For this reason, changes in the remedial educational domain are a welcome sign of a positive and long overdue change.

College Readiness

Hunter R. Boylan, former director of the National Center for Developmental Education (NCDE), noted in his 2014 discussion on the topic of developmental education that “no matter how K-12 standards are changed, expanded, or raised, there will always be students who, for a plethora of reasons, go on to higher education underprepared for college-level work (Wellman & Vandal, 2011, cited in Boylan & Bonhan, 2014, p. v). It is important to note that more students are enrolled in classes, in various formats, at community colleges and other higher educational institutions than in the past. As many students are told by their high school counselors, teachers,

parents, and/or the media that a high school education is no longer sufficient to financially support an individual, college enrollments continue to rise. The overall number of students enrolling is increasing, while the percentage of these students who are underprepared is decreasing (Boylan & Bonhan, 2014, p. 3). There is a clear need to determine whether we have more students unprepared or have more students enrolled.

College underpreparedness, the main reason for students having to enroll in remedial classes, is understood as a rather straightforward concept: incoming students' cognitive, emotional, and organizational abilities to perform academic tasks in a higher educational classroom setting are not at the levels where they can be successful. However, as there are so many variants to its perceived measurement, college underpreparedness can also be perceived as an inaccurate measure of a student's academic abilities. As a plethora of research (Arendale, 2010; Bain, 2012; Brathwaite & Edgecombe, 2018; Center for the Analysis of Postsecondary Readiness, 2020; DeWitz et al., 2009; Duchini, 2017; Grusky (Ed.) & Hill (Ed.), 2018; Jordan & Picciano, 2020; Kim et al., 2010; Mangan, 2019; Perry, 2018; Popp et al., 2018; Ran & Lin, 2019; Rutschow et al., 2019; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, 2017; Wyner, 2014; Xu & Dadgar, 2018) on developmental education indicates, there are numerous issues to consider. For this reason, a simple linear trajectory will not fully resolve students being labeled remedial or underprepared.

A 2019 report by the Center for the Analysis of Postsecondary Readiness (CAPR), entitled *The Changing Landscape of Developmental Education Practices: Findings from a National Survey and Interviews with Postsecondary Institutions*, stipulated that ACCUPLACER scores of college readiness are different for various institutions (Rutschow et al., 2019, p. ES2). Boylan and Bonhan notes an explanation as to why more students seem to need remedial help

upon entry into American educational institutions, stating that “as our nation’s postsecondary educational system has become more egalitarian, every new group to attain entry has entered without being deemed fully college ready” (Boylan & Bonhan, 2014, p. 2).

Remedial Education in a Community College Setting

The National Association for Developmental Education (NADE), currently known as NOSS (National Organization for Student Success), specified some of the unique characteristics of remedial education as “tutoring, learning assistance, personal/career counseling, academic advisement, and coursework” (National Association for Developmental Education, 2011, p. 1). NADE employed 2010 ACT data points on college underpreparedness with “the following percent of entering students are not ready in these areas: English (34%); mathematics (57%); and reading (48%)” (National Association for Developmental Education, 2011, p. 1).

There are numerous issues and concerns with, as well as strategic ways of addressing, the academic needs of students who, for a wide variety of reasons, are categorized as underprepared within higher education placement tiers. Students who, due to a very low level of academic skills, are not eligible for placement in credit-bearing classes are placed into Adult Basic Skills programs designed to close students’ academic gaps in basic reading and math skills. Yet, another group of students consists of individuals who are placed into corequisite classes with the ultimate goal being shortening of the time spent in remediation.

Dolores Perin, in her research on academically underprepared postsecondary students, writes that “only 25% to 38% of secondary education graduates in the United States are proficient readers or writers but many continue to postsecondary education” (Perin & Holschuh, 2019, p. 363). She emphasizes lack of literacy skills as a hindering factor as those are of such importance for “meaningful learning” (Perin & Holschuh, 2019, p. 363).

In 2013, MDRC, known prior to 2003 as Manpower Demonstration Research Corporation, in an article written by Visher (2013), identified developmental education as a barrier to a postsecondary credential for millions of Americans, noting that “nearly 60 percent [of students] arrive [on community college campuses] academically unprepared and enroll in at least one developmental reading, writing, or math course. Some face as many as four courses of remedial math or English before even attempting a college-level course. Most never make it that far” (Visher, 2013, p. 1). Within a year of these findings, The Center for the Analysis of Postsecondary Readiness (CAPR) was founded, with financial support from the U.S. Department of Education (Center for the Analysis of Postsecondary Readiness, 2020). The Community College Research Center (CCRC) at Teachers College, Columbia University, and MDRC make up CAPR’s structure.

In early 2014, CCRC published the working paper “What We Know About Developmental Education Outcomes.” Federal data available that year indicated that “68 percent of community college students and 40 percent of students at public four-year colleges take at least one remedial course,” while “only 28 percent of community college students who take a developmental education course go on to earn a degree within eight years” (Jaggars & Stacey, 2014, p. 1). In a resolution by the National Association for Developmental Education (NADE) entitled “Need for Developmental Education at Postsecondary Institutions,” the organization stated the goals of insuring that educational opportunity is made available to each postsecondary learner while developing “the skills and attitudes necessary for the attainment of academic, career, and life goals,” as well as increasing student retention and educational goal attainment rates. NADE also planned to “support and advance developmental educators’ efforts to help

underprepared students prepare, prepared students advance, and advanced students excel” (National Association for Developmental Education, 2011, p. 1).

Rutschow & Crary-Ross (2014), as referenced by Kallison (2017) in his research on accelerated transitional remedial programs in Texas (the Texas Success Initiative), note that “unlike the K-12 standards-based curricula, the content in many adult education and literacy programs can be anomalous, varying from instructor to instructor” (p. 306). It is apparent that such high probability for a misalignment between high school graduate readiness and college readiness should be listed as one of the priorities for various legislative authorities tasked with overseeing K-12 and higher educational institutions. Kallison’s study highlights the potential of using accelerated transitional programs to speed up the process. It should be mentioned, however, that even if the learning process can be accelerated, learning transfer requires time and continuous effort, thus cannot be accelerated as easily.

A number of best practices have shown to improve the academic progress of students in both remedial and corequisite educational settings. Reciprocal teaching pedagogy and collaborative teaching techniques have shown successful outcomes for underprepared students (Armstrong et al., 2014; Backer et al., 2015; Baier et al., 2019; Bain, 2004, 2012; Copeland et al., 2016; Duncan & Dick, 2000; Exley et al., 2019; Fitzgerald & Palincsar, 2019; Frey et al., 2017; Galvan et al., 2018; Grandstaff-Beckers et al., 2013; Gruenbaum, 2012; Hart & Speece, 1998; Hashey & Connors, 2003; Hodges et al., 2012; Huang & Yang, 2015; Naude & Bezuidenhout, 2015; Okkinga et al., 2018; Peer, 2015; Scarino, 2014; Schünemann et al., 2017; Spivey & Cuthbert, 2006; Yang, 2010).

Remedial Reform in Texas

Kallison's (2017) data shows great potential for acceleration of instruction, as "18 of the 20 pairs of pre- and post-test TSIA [Texas Success Initiative Assessment] exams across the three subject areas resulted in statistically significant achievement gains over the five ... programs" (p. 315). There is a difference between progressing and achieving readiness, as "a lamentable number of participants did not reach the college readiness benchmarks in one or more of the subject areas of reading, writing, and mathematics" (Kallison, 2017, p. 316). Despite certain setbacks, within 10 weeks or sooner, students who participated in the accelerated programs discussed here were able to bypass "one or two levels (out of three) of developmental education courses in one or more of the three subject areas" (Kallison, 2017, p. 317). Kallison references the U.S. Bureau of Labor Statistics' 2016 findings, which project "that from 2014 to 2024, jobs requiring a postsecondary credential (from certificates to master's degrees) will grow by as much as 14%" (2017, p. 302). His findings on short-term, high-intensity programs identified a distinct potential for academic skills growth, however, the level of scholastic skills required for a successful higher education class participation and meaningful learning was not fully reached within such a short time period.

Optional Remedial Education in Florida

In May 2013, Florida legislative authorities moved to make remedial education optional for all students entering higher educational establishments (Jordan & Picciano, 2020, p.105). As expected, enrollments in remedial classes declined tremendously. Jordan & Picciano (2020) noted in the findings, that there were concerns regarding students choosing not to attend remediation and entering gateway courses unprepared for the rigor and structure of credit-bearing classes (p.105). One of the promising statistics was a higher rate of students passing

gateway courses, as well as a trend toward a “narrowing of a pre-existing achievement gap between similarly prepared White and Black students” (Jordan & Picciano, 2020, p. 111). Unfortunately, many practices (intrusive advising and counseling in particular) which were a vital part of the reform, relied on the financial support which is seemingly declining as finances are being routed to local universities instead of community colleges. Jordan & Picciano (2020) note, that “One of the rationales for these cuts has been to reduce funding for developmental education. In addition, there have also been proposals to cap enrollments, to limit baccalaureate degrees at the community colleges, and to have the FCS colleges revert back to the name ‘community’ colleges” (p. 115). Therefore, it appears that despite the remediation still being a concern, financial support is being removed at the time when it is vital for the reform to sustain the changes already in place.

Corequisite Developmental Education in a Community College Setting

The Remedial Education Improvement Act (2019), mentioned earlier, listed a corequisite, model of remedial instruction as one of the promising practices deemed successful enough to be replicated in a community college setting. Other four practices listed were high school and postsecondary coursework alignment, accelerated coursework, modular instructional methods, and systemic reform (p. 6–8). Corequisite reform will allow students to benefit greatly from enrolling directly into credit-bearing classes with an additional support, thus saving valuable time and money without being held back by the remedial needs.

Acceleration Reforms in New York

Accelerated Study in Associate Programs (ASAP) was launched in 2007 in New York as a pilot. Its stipulations included full-time enrollment and learning cohorts along with financial assistance to cover transportation to and from school among other expenses. Under this plan,

classes meet for longer blocks of time instead of shorter, more frequent class sessions; this makes it easier for students to schedule classes around a work schedule and to meet with their advisors more frequently. Initially, ASAP did not enroll remedial students; however, as it became apparent that remedial students would benefit greatly from such a structure, later executions of ASAP allowed remedial students to enroll (Jordan & Picciano, 2020, p. 62). In 2017, ASAP began its full implementation in Bronx Community College, but data outcomes are not yet available. Overall, ASAP was a successful program, despite its rather stringent requirements (Jordan & Picciano, 2020, p. 72).

The Tennessee Promise Reform

The Tennessee Promise, introduced by Tennessee Board of Regents in 2014, consisted of free community college tuition for graduating high school seniors as well as more funding available for the state's public colleges. Despite large enrollments, critics were cautious as it seemed that Promise was not reaching low-income populations at the desirable rate. In late 2019, CCRC published a report describing highly positive outcomes of the corequisite remediation reform in the state of Tennessee. There was a notable positive effect on gateway outcomes for students in a corequisite setting, as opposed to only the remedial setting. Results were so optimistic that CCRC's recommendation was that "corequisite remediation is a scalable approach to improving student success in gateway courses" (Ran & Lin, 2019, p. 33).

Jordan and Picciano (2020), however, indicate that as such programs as Promise grow in number, they "could evolve to benefit the economic and academic growth of the entire state rather than just the portion already well equipped to succeed" (p. 97). Tennessee educational innovations, in accordance with their report, were only partially successful at reaching their goals. There are numerous benchmarks that still need to be met: increase number of graduates

(currently at 23% within 2.5 years), better articulated agreements, a more realistic picture of the dropout rates for the program, and meeting needs of the underrepresented students (Jordan & Picciano, 2020, p. 93).

Maslow Hierarchy of Needs

Abraham Maslow's research findings on human motivations and needs continue being of monumental value (Bridgman et al., 2019; Hoffman, 1988; Maslow, B. G., & International Study Project, 1972); Stagner, 1948), even if misunderstood or oversimplified over the years (Koltko-Rivera, 2006; Mansager & Bluvshstein, 2017; Tharaud, 1982). It is important to be cognizant of Maslow's early research in order to appreciate his motivational theory.

The beginnings of Maslow's interest in abnormal psychology and research might have had a personal connection. Abraham Maslow was born in 1908 in Brooklyn to a Russian immigrant family. His father, Samuel Maslow, had arrived in the United States at the age of 14. He spoke only Russian and Yiddish and "knew virtually nothing about the United States" (Hoffman, 1988, p. 1). Abe's mother, Rose, was not a very loving parent. Growing up, Abe Maslow did not feel like he belonged, not even in his own family. He wrote later in life that "my family was a miserable family and my mother was a horrible creature" (Hoffman, 1988, p. 1). He experienced years of anti-Semitism during in school, imposed on him by both teachers and students. He discovered safety in books and libraries (Hoffman, 1988, p. 1) and later found happiness from his wife and children. Maslow research and academic accomplishments will be discussed in chapter five of this manuscript.

Maslow's hierarchy of needs is typically illustrated as a pyramid with layers of needs building upward, from physiological needs to safety, then love, esteem, and self-actualization at the very top of the pyramid. Various researchers refer to Maslow's work when basic needs are

being discussed (Crandall et al., 2020; Groff-Paris & Terhaar, 2010; Hagerty, 1999; Milheim, 2012; Nash, 2016; Poirier & Devraj, 2019; van Lenthe et al., 2015). Numerous studies on poverty (Beegle, 2000; Cady, 2012; Caton et al., 2018; Hallett et al., 2018; Vasquez et al., 2019; Williams & Nourie-Manuele, 2018) and hunger (Brescia & Cuite, 2019; Broton & Goldrick-Rab, 2018; Broton et al., 2018; Cady, 2016, 2014; Cady & White, 2018; Coleman-Jensen et al., 2019; Dubick et al., 2016; El Zein et al., 2018; Fincher et al., 2018; Gupton et al., 2018; Henry, 2017; Kenney & Young, 2019; Maroto et al., 2015; Shipley & Christopher, 2018; Stebleton et al., 2020; Ward et al., 2018; Wood & Harris, 2018) reiterate the importance of the first layer of Maslow's hierarchy.

Sara Goldrick-Rab (2018), in her conversation on difficulties experienced by many community college students, observes that “many efforts to support students and promote completion forget about Maslow (1943), focusing on changing academic settings without first ensuring that students' basic needs are met...” (p. 7). Experts on small group teaching methodology reiterate their understanding of Maslow in listing numerous impediments to student success: “Consider that physiological needs such as thirst, hunger and warmth are satisfied and seek to ensure comfortable teaching environment” (Exley et al., 2019, p. 19).

Maslow wrote his theory of human motivation in 1943 as World War II was raging on around the world. He did not depict his motivational theory as a pyramid. It is possible that, since the term “hierarchy” is often depicted as a pyramid within business structures, it may have been illustrated with this shape when Maslow's work was becoming popular in the business management arena (Child, 2019). Bridgman, Cummings & Ballard (2019), after conducting a thorough survey of Maslow's archives, including at the Center for the History of Psychology at

the University of Akron in Ohio, found no mention of the theory ever having the shape of a pyramid (Bridgman et al., 2019, p. 82).

Some of the ideas, in regard to human motivational drives, emerged years earlier in his work with Dr. Bela Mittelman while writing a text on abnormal psychology. The initial concept arose in a description of various adjustments that individuals must make in order to solve a problem. Maladjustment would indicate an inability to solve one's problems (Maslow & Mittelman, 1941, p. 18). The fact that Maslow's theory of motivation human needs originated as he was still researching abnormal psychology, indicates the depths of the problems that maladjusted individuals face. In the same text Maslow lists "the main problems in life to which adjustment is made" which resemble very closely a motivational theory that he would publish a few years later.

The most interesting portion of the 1941 text is that problems to be resolved are grouped into three categories: problems "set by external reality in its biological and physical aspects"; that are outcomes of culture, including "habits and taboos, demands and prohibitions, and... internal conflicts and inconsistencies"; and internal problems, such as comfort, self-esteem, security, and love (Maslow & Mittelman, 1941, pp. 18-19). Maslow's (1941) text is a confirmation of his overall approach to the somatically based needs: despite their importance, "in general, these problems are less important for us today than they were millions of years ago, because we live in groups that have more or less efficiently solved most of them for us" (Maslow & Mittelman, 1941, p. 18).

In Maslow's (1943) manuscript on the theory of human motivation, he reiterates the idea that even though true hunger exists, it is more of an extreme situation. He states that it is quite a rare event to experience extreme hunger, and notes that "the average American citizen is

experiencing appetite rather than hunger when he says, ‘I am hungry.’” (p. 3). His introduction to the theory of human motivation clearly states that “the hunger drive (or any other physiological drive) was rejected as a centering point or model for a definitive theory of motivation” (Maslow, 1943, p. 1). It is reasonable to state that Maslow’s theory of human motivation was heavily simplified with a rather fragmented outlook on the overarching ideals presented by him. Maslow did state that there was a certain prepotency to motivational needs and drives (Maslow, 1966, 1970, 1973, 1998, 2000, 2011, 2013), however, there were many nuances that were not articulated in a simplified version of his theory as compared to his original writings (Maslow, 1943, p. 1).

Numerous aspects of Maslow’s theory of motivation were omitted as it morphed into its simplified version. Maslow warns of looking at an emergency situation as if it is a norm, saying that “anyone...who will measure his behaviour during extreme physiological deprivation is certainly being blind to many things” (1943, p. 4). Safety needs, the second layer of needs, are presumed to be met in “healthy, normal, fortunate adult in our culture” where “its members feel safe enough” (Maslow, 1943, p. 5). The perceived linearity of Abraham Maslow’s theory notwithstanding, it is a very complicated and interesting structure, one that is delicate and malleable.

Stereotype Threat Theory

In Claude M. Steele’s (2011) wonderful book *Whistling Vivaldi*, he vividly portrayed the overwhelming power that stereotypical thinking holds over us. An important component of stereotype threat is the term “identity contingency – the things you have to deal with in a situation because you have a given social identity” (p. 3). Just as in Maslow’s work there were notions of adjustments, for Steele there are contingencies that need to be resolved or dealt with.

Safety appears to be an important component of this theory and other research conducted on stereotypical mentality (Allegre, 1989; Aronson et al., 1999; Bain, 2004, 2012; Carr & Steele, 2009; Cashin, 2004; Chen et al., 2015; Cholewa et al., 2014; Cole et al., 2020; Craggs & Kelly, 2017, 2018; DeWitz et al., 2009; Freeman, 2017; Goff et al., 2008; Griffin, 2017; Grusky & Hill, (Eds.), 2018; Hagerty et al., 2002; Kim et al., 2010; Kundu, 2019; Nussbaum & Steele, 2007; Rydell et al., 2010; Steele, 1997, 2003, 2011; Steele et al., 2002; Steele & Cohn-Vargas, 2013; Woodcock et al., 2012).

Within all societies there are various stereotypes of people. The emotional and physical reactions that these ideas can elicit in the individuals upon whom they are applied are damaging and threatening. In a stereotype threat, a situation must involve a negative stereotype that is attached to your identity, “such as those about being old, poor, rich, or female” (Steele, 2011, p. 5). The ultimate danger of stereotype is when an individual, aware of the identity contingency and the negative connotation assigned to that identity, is acutely cognizant “that one false move could cause them to be reduced to that stereotype” (Steele, 2011, p. 7). Steele’s research team also discovered that individuals most concerned with fighting the stereotype by proving that it was wrong are the ones at the most risk (Steele, 2011, p. 47). This pressure to perform, whether known to the individual or dormant, can cause health issues like anxiety, high blood pressure, and elevated heart rate (Steele, 2011, p. 121).

The most detrimental effect of stereotype threat materializes in a distorted rate of performance among those upon whom the stereotype is projected. Skewed test results, particularly standardized tests, can potentially be explained by the mere perceived presence of a stereotype threat regarding one’s cognition (Steele, 2011, p. 121). Some of the interviews in Steele’s book portray the devastating effects that stereotype threat can cause in one student’s

psyche: “extreme nervousness, racing mind, lack of confidence about ordinary things, even saying his name” (Steele, 2011, p. 132). Steele and his research team concluded that stereotype threat is the main reason behind “minority student underperformance” (Steele, 2011, p. 189).

Learning Assistance

Learning assistance is an important concept as it is often highly connected to remedial education and carries a rather negative connotation. David R. Arendale (2010), in his monograph *Access at the Crossroads*, discusses the stigma often associated with learning assistance (p. 12). Several theories and pedagogies have emerged as exemplars for learning assistance delivery. Arendale (2010) mentions situated cognition concept for students and universal instructional design and multiculturalism for instructors. Astin’s (1984, 1985) theory of talent development is built on the premise that it is important to “encourage educators to understand students’ strengths and build on them rather than dwelling on what they temporarily lack” (Astin as cited in Arendale, 2010, p. 90).

Chapter Summary

In November 2019, the National Study of Developmental Education Policies and Practices published a report entitled *The Changing Landscape of Developmental Education Practices: Findings from a National Survey and Interviews with Postsecondary Institutions*. One of the report’s findings was that despite the various innovative approaches to resolving a persistent problem of students’ academic underpreparedness being implemented around the country, “colleges are generally not offering these approaches at scale, with most of these reforms to developmental education instruction making up less than half of the college’s overall developmental course offerings” (Rutschow et al, 2019, p. iii). Two factors identified as having heavily influenced the success rate of the reforms were self-identified impediments, such as

“including faculty input, research, practices at other colleges, and the availability of resources,” and “state policy, and how schools implement these policies” (Rutschow et al, 2019, p. iii).

Despite the emersion of promising new trajectories in the field of remedial education, their overall success relies heavily on not only implementation efforts, but a general understanding of the issues.

This dissertation, by using Maslow’s research on motivation and Steele’s theory on stereotypes, focused on understanding some of the critical issues surrounding developmental education from a viewpoint of teaching faculty involved in implementation of RISE reform. It was this researcher’s hope that by understanding underprepared students’ needs and motivations is the path toward a much needed improvement of the current state of affairs in this field of community college education and instruction.

CHAPTER 3: METHODOLOGY

The integrated wholeness of the organism must be one of the foundation stones of motivation theory.

—A.H. Maslow, *A Theory of Human Motivation*

Introduction

This qualitative applied research instrumental social impact assessment case study followed Robert Stake’s research methodology design for a single instrumental case study. It is important to note that, in accordance with Stake, case study research is not about sampling or generalization, as “we study a case when it itself is of very interest” (Stake, 1995, p. xi). He proposed a fusion of many approaches: “naturalistic, holistic, ethnographic, phenomenological, and biographic” (Stake, 1995, p. xi).

From an ethnographic viewpoint, a case must have boundaries within which the research itself takes place. Stake referenced Louis Smith’s (1978) terminology of a “bounded system” which stipulates that the focus is on an object itself, as opposed to the process, thus “people and programs clearly are prospective cases” (Smith, 1978, as cited in Stake, 1995, p. 2).

Stake defined a case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake, 1995, p. xi). In this research, the case was individual RISE instructors’ perceptions of their students’ needs as seen through the lens of Maslow’s work. It was decided to combine all data collection efforts into one single case and study it as one entity.

Research Design

In accordance with social research methods literature (Neuman, 2003), there are four aspects to consider when designing a qualitative research study: its usage, purpose, use of time,

and data collection methods (p. 20). This particular study will be of interest to professionals and researchers in the field of community college education. With this in mind, it was practical to utilize an applied research format. Neuman (2003), in his text on methodology, stated that, “applied research usually means a quick small-scale study that provides practical results that people can use in the short term” (p. 22).

Because North Carolina RISE was still in its pilot phase at the time of this research, a social impact assessment research structure was chosen over an evaluation or action format as it met the researcher’s goal of being able to work within the new initiative in North Carolina community colleges. An important element of the chosen structure was that “its purpose is to estimate the likely consequences of a planned change” and “examine its many outcomes” (Neuman, 2003, p. 26). RISE was a new initiative with many outcomes that had to be considered and evaluated. As the research for this case study continued, the COVID-19 pandemic began. As a result, RISE, which was scheduled to be fully implemented at the start of 2020–2021 school year, was kept in its pilot stage.

Neuman stated that there are two analytical tools available to the applied researcher: needs assessment and cost-benefit analysis (Neuman, 2003, p. 27). By following Maslow’s hierarchy of needs, the researcher was able to conduct assessments of corequisite students’ needs as perceived by the teaching faculty directly involved in instruction delivery.

The second dimension of a qualitative study is its goal or purpose. Three purpose trajectories are deemed plausible for the research to be conducted: exploratory, descriptive, and explanatory (Neuman, 2003, p. 29). However, Stake separated the purpose of case study research into just two categories: intrinsic and instrumental. While intrinsic research has an exploratory goal, described by Neuman as “less wedded to a specific theory or research question,”

instrumental design appears to incorporate both descriptive and explanatory goals (Neuman, 2003, p. 30).

Instrumental case study design transcends the mere description or understanding of the case study and is an instrument to get to other issues (Stake, 1995, p. 3). The main reason for conducting this study was to determine how RISE teaching faculty members view their respective students' needs by formulating them in accordance with Maslow's work.

Methodology that focuses on answering "how" and "who" falls under a descriptive blueprint, with its focus on "describing how things are" or "a picture of the specific details of a situation, social setting, or relationship" (Neuman, 2003, p. 30). In addition, this case study is instrumental in explaining issues surrounding the remedial components and approaches within higher education. Of such instances, Stake stated, "We will have a research question, a puzzlement, a need for general understanding, and a feel that we may get insight into the question by studying a particular case" (Stake, 1995, p. 3).

The third dimension of a qualitative study specifies time involved in the research process. A case study format was chosen as the most applicable for this project with its main focus on "more detailed, varied, and extensive" data obtained from a small number of participants (Neuman, 2003 p. 33). The final dimension of any qualitative research requires a description of the data collection techniques implemented throughout the study. In comparison with quantitative research studies, qualitative techniques are divided into two large categories: field research and historical-comparative research (Neuman, 2003). This case study used field research interviews throughout the process of data collection. Norman Denzin called the measurement problem "the most fundamental dilemma confronting the sociologist" (Denzin, 1970, p. 98). Qualitative researchers often make great use of the inductive approach in their

reasoning. Despite the perception that qualitative researchers are not very concerned with the measurement constraints of research, “both qualitative and quantitative researchers use careful, systematic methods to gather high-quality data” (Neuman, 2003, p. 170–171).

Conceptualization

Conceptualization, “the process of taking a construct and refining it by giving it a conceptual or theoretical definition” (Neuman, 2003, p. 172), is used as a measurement in both qualitative and quantitative research designs although its implementation varies greatly. There are several distinct descriptors for qualitative research measurement: its starting point is not until the data collection process begins, there is variance in the format of data itself, and data collection and measurement are iterative and interactive processes, with the vast majority of concepts said to be formulated as data collection transpires (Neuman, 2003, p. 171).

The inductive method of research is a bottom-up approach, starting with theories and their consisting parts—concepts which could be either symbols or definitions and which cluster at times, thus fusing into a very specific linguistic form known as jargon (Neuman, 2003, p. 45). Multidimensional concepts form into classifications or taxonomies which, potentially, could arrange singular concepts in accordance to relevant scope. Concepts frequently “contain built-in assumptions” which are not easy to decipher, as they are “often remain hidden or unstated” (Neuman, 2003, p. 49). This upward trajectory of the known and unknown builds a measurement structure. Theories then entangle with concepts and their definitions, as well as with assumptions with the force of relational structure (Neuman, 2003, p. 50).

Qualitative researchers inductively “measure features of social life as part of a process that integrates creating new concepts or theories with measurement” (Neuman, 2003, p. 170). It is worth noting that there are variances within those theories and concepts. Theorists note

directionality, level of theory, focus, method(s) employed to explain theoretical underpinnings, and theoretical frameworks (Neuman, 2003, p. 50). Despite the many differences between qualitative and quantitative research methods, “in both research styles, data are empirical representations of concepts, and measurement links data to concepts” (Neuman, 2003, p. 171). The process of measuring data consists of three essential elements or conditions: “a construct, a measure, and an ability to recognize what one is looking for” (Neuman, 2003, p. 172).

Operationalization

Qualitative research is conducted after data collection by backtracking one’s thought process to determine how research data led to conceptual structures built in the process of conceptualization (Neuman, 2003, p. 176). Stake references the medieval term quintain as “an object or phenomena or condition to be studied – a target, but not bull’s eye” (Stake, 2006, p. 6). While the cases differ, the quintain remains somewhat constant. It was possible to analyze a setting or condition of teaching students during RISE pilot as a phenomenon. Remedial education and its students can greatly benefit from academic instructors who are knowledgeable and accurate in their instruction. Within his case study design, Stake (2006) did not put limitations on the value of individual cases as opposed to the quintain by which they are affected by or situated in. He wrote that “researchers can design a study to give either proportionate or disproportionate attention to the quintain and individual cases” (Stake, 2006, p. 7–8). He continued: “Quintains are often better understood by looking at the way problems are handled than by looking at efficiency or productivity outcomes. Starting with a topical concern, case researchers consider the foreshadowed problems, concentrate on issue-related observations, interpret patterns of data, and reformulate the issues as findings or assertions...” (Stake, 2006, p. 10).

Just as the authors of the SECI Model of Knowledge Creation and Practice (Nonaka & Takeuchi, 1995) valued phronesis, or practical wisdom, Stake (2006) valued situational wisdom, as “each case to be studied is a complex entity located in its own situation... The program or phenomenon operates in many different situations. One purpose of a case study is to illuminate some of these many contexts, especially the problematic ones” (Stake, 2006, p. 12). He stood by the notion that “the more the study is a qualitative study, the more emphasis will be placed on the experience of people in the program or with the phenomenon” (Stake, 2006, p. 27).

Triangulation

Triangulation is frequently mentioned in research literature (Denzin, 1970; Flick, 2000; Stake, 1995;) as an extended measure to ensure data validity. Stake (1995) stipulated that “data critical to an assertion” and “key interpretations” are the data situations that require special effort toward confirmation. He stated that “dubious and contested descriptions” require some level of triangulation, while “uncontestable description” and “author’s persuasions, so identified” need little (p. 112). Stake directed his readers to Norman Denzin’s triangulation protocols, which identify four areas which can be subjected to triangulation: data source, investigator, theory, and methodological.

It is important to note that, unlike in quantitative validity protocols, without a singular reality possible in a qualitative research domain, triangulation quite possibly opens the door to different vectors of seeing the same content (Stake, 1995). Flick (1992), as referenced in Stake, emphasized that “protocols of triangulation have come to be the search for additional interpretations more than the confirmation of a single meaning” (Flick, 1992, as cited in Stake, 1995, p.115).

For this case study, methodological triangulation was selected to ensure data validity and reliability, with “an effort to see if what we are observing and reporting carries the same meaning when found under different circumstances” (Stake, 1995, p. 113). Norman Denzin (1970) stipulated in his writing the importance of principles of triangulation, as “unless a research instrument permits triangulated observations of theoretical relevance, validity and reliability are of limited interest” (p. 99).

Repetition (redundancy) of data is accounted for in an effort to demystify human perception and ensure that data is not heavily influenced by the researcher’s mental models and mindset. Stake (2006) described steps to be taken in an effort to ensure that triangulation of data can be conducted. He wrote that “each important finding needs to have at least three (often more) confirmations and assurances that key meanings are not being overlooked. Each important interpretation needs assurance that it is supported by the data gathered and is not easily misinterpreted by readers of the report” (Stake, 2006, p. 33).

Reliability

Denzin (1970) highlighted the absolute importance of reliability and validity of data measurement, writing “If theories are to stand on empirical observations, then valid and reliable observations must be gathered” (p. 98). Reliability in qualitative research can be achieved by using multiple measures to balance out possibility of data inconsistencies. Protocols for instrument reliability include three approaches: test-pretest, multiple variations within the same instrument, and removal of the testing effects issue (Denzin, 1970, p. 103–104).

In order to assert reliability of measurement, its instrument “must yield stable responses under conditions of repeated observations” (Denzin, 1970, p. 102). The difficulty of ensuring reliability in qualitative research is apparent as, with a vast number of variables involved in the

process of measurement, “reliability cannot be separated from interaction” (Denzin, 1970, p. 103). Denzin divided methodological triangulation into two categories: “within” and “between.” Reliability in this case study was achieved by embedding variations within the same instrument or what would be considered a “within” triangulation. It was constructed by encompassing numerous strategies for measurement and designing “different scales measuring the same empirical unit” (Denzin, 1970, p. 307). The Episodic Interviewing Method (Flick, 2017, p. 532–533) was selected as a credible approach to “within” triangulation. Interview protocol adhered to the proposed structure of the episodic interviewing protocol with a more detailed description of this technique described in instrumentation part of this chapter.

Validity

Validity, just as reliability, is strongly associated with the quantitative research design issues. Neuman (2003) introduced a different term, preferred by the qualitative researchers: authenticity, which entails “giving a fair, honest, and balanced account of social life from the viewpoint who lives it every day” (p. 185). A true and vivid description of the data, as well as the entire process—from the early stages to writing a report—is the ultimate goal of a qualitative researcher in achieving validity of measurement in research design.

Qualitative research, despite the complexity of “phenomena and issues for which no consensus can be found as to what really exists,” is obligated to ensure that any distortions are set to a minimum (Stake, 1995, p. 109). It is then mandated that certain parameters are set for the conduct of qualitative research. Stake (1995) wrote of “efforts that go beyond simple repetition of data gathering to deliberative effort to find the validity of data observed” (p.109).

Stake mentioned several important steps in the member-checking process. He recommended that it be done when it is determined that no other data will be received from the

participant. The participant is to be asked to “review the material for accuracy and palatability... [and] may be encouraged to provide alternative language or interpretation” (Stake, 1995, p. 115). He stipulates that guarantee is not always granted to include those changes or additions to the final report. The researcher in the current study included any additional feedback received, via the member checking process, to the best of her ability.

In situations in which participants, who could be reached for member checking process, objected to the content of the interview transcripts, both the original and edited information was included in the final report of the case. This was important for both validity and reliability of resulting measurement and data collected. Stake (1995) stated that he was confident that his own reporting always improved with member checking (p. 116).

Validity of the current study was achieved by member checking that was conducted after all interviews were transcribed by the researcher. Interview transcriptions were available within a relatively short period of time following all interviews, so that the conversations were as vivid in participants’ memories as possible. In instances in which a direct quote by a participant was to be used in the resulting case study manuscript, participants were notified of this fact. Not all participants responded to the member checking requests.

Participants

Stake’s (1995) recommendations, with regard to the general selection of cases, are multifaceted as case study research is “not a sampling research” (p. 4). Sample size was left largely to the discretion of the researcher while ensuring that it is not too minimal where data is not representative of the population. Stake wrote that, in some instances, it may be “useful to try to select cases which are typical or representative of other cases, but a sample of one or a sample of just a few is unlikely to be a strong representation of others” (Stake, 1995, p. 4).

This research focused on RISE teaching faculty perceptions of their students and their needs as seen through the lens of Maslow's work. Participants for this study were community college instructors involved in working with underprepared (developmental/remedial students) students for at least five years. Additionally, participants were considered to be RISE instructors. In accordance with best practices set forward by the RISE leadership, there was an expectation to be able to separate case study participants into at least two categories: instructors currently teaching only remedial component(s) of corequisite session(s) and instructors currently teaching a core segment and/or remedial segment within a corequisite session. It became apparent that, due to various scheduling issues, most instructors taught a mix of classes. While prior teaching experience was easy to determine, it was very difficult to separate participants into groups based on the classes their institutions employed them to teach. Therefore, even though the intent was to be able to do groupings, it was not viable in this particular case.

Sample Size

The sample size for this study consisted of 11 participants. Nonprobability sample selection was the ultimate choice for this study as it paralleled its intent to understand the context and its correlation to Maslow's research. A nonprobability sample allowed the researcher "to focus on how the sample or small collection of cases... illuminates social life... [in order to] clarify and deepen understanding" (Neuman, 2003, p. 211). Stake (1995) indicated that one of the most important factors as to whether or not a case should be selected for a particular case study is whether or not it is informative, as "our time and access for fieldwork are almost always limited" (p. 4). Stake's recommendations appear having elements of various nonprobability sampling methods described in methodology texts (Neuman, 2003, p. 211). There seems to be a haphazard convenience with his statements, such as "if we can, we need to pick cases which are

easy to get to and hospitable to our inquiry” (Stake, 1995, p. 4). There appears to be an element of snowball sampling in Stake’s case study research discussions, with him stating that if an inquiry is met openly, “perhaps for which a prospective informant can be identified and with actors (the people studied) willing to comment on certain draft materials” (Stake, 1995, p. 4), thus allowing for a snowball sampling method. Elements of both deviant and sequential nonprobability sampling are also somewhat discernible in his case study research approach, with Stake (1995) stating that “of course we need to carefully consider the uniqueness and context of the alternative selections, for these may aid or restrict our learning” (p. 4).

Sampling Method

With the above discussion in mind, nonprobability purposeful sampling method was chosen for this study. In accordance to the qualitative methodology literature, “the purpose of purposeful sampling is to select information rich [*sic*] cases that best provide insight into the research questions and will convince the audience of the research” (Emmel, 2013, p. 33). Michael Quinn Patton’s pragmatic sampling emphasized the practical component of the sampling process: “the (purposeful) sampling strategy must be selected to fit the purpose of the study, the resources available, and constraints being faced” (Patton, 2002, as cited in Emmel, 2013, p. 34). Patton mentioned 14 strategies plus an additional one that are recommended for the qualitative research purposeful sampling (Emmel, 2013, p. 35). Patton’s plus one strategy, which allows for any combination of 14 strategies, correlates with Stake’s approach to case study methodology (Patton, 2002, p.243-244).

The current study used typical case sampling with a criterion component method, with a possibility of a snowball sampling as a submethod. A typical case is said to “describe and illustrate the phenomena... to the unfamiliar” (Emmel, 2013, p. 39). Patton emphasized that the

purpose of one's choosing a typical sample is not to generalize but to illustrate (Patton, 2002, as cited in Emmel, 2013, p. 39). Criterion sampling is of importance to this research study. As the sample of the study is not large, it was important to have a certain criterion for the overall selection of cases. Full-time faculty involved in corequisite instruction at a North Carolina community college, with experience teaching at a community college for at least five years, with the following additional criteria were originally selected for this research study:

1. Serving as a developmental instructor only (additional to core in a corequisite model)
2. Serving as a core (credit-bearing in a corequisite model) instructor only
3. Fulfilling both roles (developmental instructor and core instructor) within a corequisite classroom.

The original categories all specified "full time faculty," however, due to the researcher not being aware of whether or not this could affect the sampling method, as it was not known whether certain requirements are set forth for an instructor to be hired for the RISE model. Additionally, it also became apparent that with so many different community colleges around the state of North Carolina and a certain variance in hiring practices, it would be difficult to maintain these three categories. The researcher decided against using three categories based on the segments within the RISE model and retained only the following criteria of 1) five years of total experience working with underprepared (remedial / developmental) students, and 2) being a part of any of the RISE components of instructional delivery (either developmental segment only or core segment and/or remedial segment). This decision preserved the quality of the criterion sampling, despite the less-specific criteria component used in place of the original three categories.

Interview Protocol

Participants were asked to respond to various fictional situations which could potentially take place in their corequisite remedial classrooms, as well as were sent sample questions ahead of time. Participants were asked whether they were familiar with Maslow's work on basic needs and motivation. Interviews were conducted virtually due to the COVID-19 pandemic. Each participant was asked to participate in at least one virtual interview. All participants were notified of a follow-up interview being a possibility, although such need did not arise.

Stake (1995) made a number of recommendations for the interview process without giving detailed steps for its completion or questions to be asked. Advice is given on how to prepare for the interview: "a research-question-based set of questions should be worked out in advance, with departures from the protocol limited by the design" (p. 65). During the interview, the researcher should strive to "listen, maybe take a few or many notes... But to stay in control of the data gathering, thinking about what form the account will take in writing" (Stake, 1995, p. 65). It is also advised to occasionally verify "what was said was said, or [ask] if they meant what clearly was not meant" (Stake, 1995, p. 66).

Episodic interviewing protocol was used to design the interview script. This format is recommended (Flick, 2000, 2008) when triangulation is done "within" the instrument. Uwe Flick suggested using episodic interview, "which combines question-answer parts with invitations to recount relevant situations in a narrative" (Denzin & Lincoln, 2018, p. 771). He has written on the topic of various methodological triangulation methods, including episodic interviewing. Its grounding comes from psychology and neurology, and, in particular, studies of memory and cognition. Episodic memory is "more oriented to situations, their context and progress... [and] can be accessed more easily in narratives" (Flick, 2018, p. 27).

Flick (2018) described the process in which “the central element of this form of interview is that you recurrently ask the interviewee to present narratives of situations” and “mention chains of situations” (p. 29). Triangulation is possible because the various levels of cognition and memory are involved in the production of data. He wrote, “In the episodic interview, moving back and forth between narratives of situations... and more general examples and illustrations, if they result from a narrative stimulus, is not seen as a loss of authenticity or validity (as in other forms of narrative interviews)” (p. 35).

Interview questions for this study (Appendix B) were sorted into three types: general knowledge, situational analysis, and more sensitive and challenging narratives and potential situations. Claude Steele’s (2010) work on identity contingencies was referred to while designing an interview guide for this case study. He described identity contingencies as “things you have to deal with in a situation because you have a given social identity... generally speaking, contingencies are circumstances you have to deal with in order to get what you want or need in a situation” (p. 3). Many interview questions dealt with either real or perceived stereotypes. Some scenarios were intentionally designed to be juxtaposing all while case study participants were asked to view situations from various viewpoints and consider identity contingencies different from their own. Steele’s groundbreaking work on test anxiety and classroom motivation, as well as stereotypes and their effects on students’ perceptions of academic life, had a profound effect on how researcher viewed this case study.

Data Collection

Stake (1995) pointed to the qualitative researcher’s focus being on maintaining “vigorous interpretation” throughout the process of data collection (p. 9) while underscoring that

everything that is attained in the field “needs to be guided by the research questions” (p. 50). The following research questions guided this case study:

Overarching Research Question: How does Maslow’s hierarchy of needs impact North Carolina community college corequisite instructors’ perceptions of students?

Subquestion 1: How do North Carolina community college corequisite instructors perceive the linearity of Maslow’s hierarchy of needs when considering the college underpreparedness of their students?

Subquestion 2: How do North Carolina community college corequisite instructors perceive Maslow’s hierarchy of needs when considering students with physiological or safety needs?

Although Stake (1995) noted that research questions are the heart of case study research, he listed additional stages: “definition of the case, lists of research questions, identification of helpers, data sources, allocation of time, expenses, [and] intended reporting” (p. 51). He stressed having a strong plan of action for the data collection—in this case, preparation for the interview. The researcher’s focus was on the uniqueness of each case and having a built-in capability of “formulating the questions and anticipating probes that evoke good responses” (Stake, 1995, p. 65). As qualitative research is not to be reduced to a simple survey, pilot interview questions are recommended to ensure that the interview process is as smooth as possible.

Stake did not recommend recording interviews with audio (Stake, 2004, p. 149; Stake, 2006, p. 34), however, with a videoconferencing format chosen out of necessity, it was highly beneficial to have participants’ permission to record the audio for both analysis and transcription purposes. Once the researcher was able to secure interested instructors to partake in the interview process, the following steps were conducted to collect the data for this study:

1. Each prospective participant was contacted to confirm their willingness to participate in a virtual interview.
2. Confirmed participants were each sent a virtual poll to determine their availability. Participants were asked to reserve up to two hours for their interview and were given numerous days and times to choose from. Doodle Poll was utilized anonymously, with none of the prospective participants' names visible to anyone other than the researcher.
3. Participants were made aware that audio recording would be utilized during the interview to ensure the maximum level of authenticity. Video function was available to any participant who wished to use it at any point in the interview process. Participants were made aware of the possibility of video being captured if they had their camera on during the web-conferencing.
4. Participants were provided with a consent form and a list of select questions in advance; a complete list of questions was not made available to them until the day of the interview.
5. Participants were given at least two days/times to choose from when notified of the scheduling of the interview.
6. Upon returning their signed consent forms and choosing their desired interview time, each participant was provided with an individual link to a virtual portal reserved specifically for that time/date without the possibility of anyone else joining the portal or having access to its link. Participants were asked to not share their respective links, as doing so could potentially interfere with the anonymity of the interview process.
7. Participants were contacted with a reminder one day before their scheduled interview to confirm their willingness to participate. If their interview needed to be rescheduled, rescheduling was done at that time.

8. Participants were contacted via a virtual portal (Zoom) to conduct their interview.
9. Participants were notified that if they were directly quoted in the research manuscript, they would be contacted to see their quote(s) and verify the context (member checking).
10. Upon receiving the interview transcripts and the specific quoted material that was to be utilized in this manuscript, participants were invited to examine them. If there were concerns or questions with regard to the content of the collected data, participants were invited to contact the researcher.

Organization of Data Collection

Organization of data collection consisted of recording all communication with the participants; this included copies of any correspondence throughout the study, recordings of the interview sessions, field notes, typed documents, transcriptions of the interviews, and edited transcripts done in the process of member checking. The researcher did her best to accommodate participants' scheduling needs and was respectful of the time limits set forth by the schedule. Participants were informed in advance that all interviews would be held virtually (via Zoom) due to COVID 19 limitations put in place earlier in the year.

All interview participants were asked the same questions in the same sequence, from general introductions and feedback on new trajectories within the realm of developmental education to more specific questions with regard to their students. A portion of each interview consisted of various hypothetical scenarios written by the researcher; any correlation with real events, in any or all instances, would have been completely incidental as none of the scenarios were biographical or autobiographical in nature. A few of the interviews went over the two-hour time block, however in all cases participants were willing to continue on with the interviews. The researcher believed that it was an important experience for her and her participants. Some of the

participants commented on having thoughts that they had never had before the interview and shared a certain level of puzzlement with their own thought processes throughout the interview conversations.

Data Analysis

In his discussions of data analysis, Stake (1995) referenced Fred Erickson's focus on interpretation of data, and agreed with Erickson's view of assertions or a researcher's own conclusions derived from data analysis (Erickson, 1986, as cited in Stake, 1995, p. 9). It is described as a seemingly natural process that does not or should not have a guide or rules attached to it: "We do not have adequate guides for transforming observations into assertions – yet people regularly do it" (Stake, 1995, p. 9). The process, or logic imbedded within the process, seems ephemeral with a possibility of coming across as rather disjointed. These traits of data analysis place a great deal of power on the minds of the researchers involved in data analysis with its holistic outlook on the qualitative research process. Construction of knowledge of great importance to the researcher (Stake, 1995, p. 12).

It can be theorized that experience in conducting research could, potentially, improve one's skills at interpretation. Additionally, it can be suggested that both general and informal intricacies of the topic or industry being researched could be of benefit. Stake (1995) wrote in this regard that "we draw from our understandings deep within us, understandings whose derivation may be some hidden mix or personal experience, scholarship, assertions of other researchers" (p. 12). Interpretation, then, is an almost intuitive process in which what the researcher determines important for the construction of knowledge shapes is vital to the analysis. It does not negate the experiences, knowledge, and viewpoints of the actors (research

participants), as there is a definitive attempt “to preserve the multiple realities, the different and even contradictory views of what is happening” (Stake, 1995, p. 12).

Stake (1995) identified two approaches to the interpretation of data: categorical interpretation and direct interpretation. Direct interpretation leads to understanding of a specific instance, while categorical interpretation leads to an “aggregation of instances until something can be said about them as a class” (Stake, 1995, p. 74). Stake did not have a specific list of steps to case study data analysis as he considers his texts to be “persuasions” and not “recipes” (p. 77). However, for an instrumental study, such as in this case, he recommended categorical data and measurements (p. 77).

Stake (1995) highlighted the need for attention to particularization and uniqueness of data as opposed to the data’s generalization (p. 8). Correspondence and patterns guided Stake’s data analysis. He wrote that his “search for meaning often is a search for patterns, for consistency, for consistency within certain conditions, which we call ‘correspondence’” (Stake, 1995, p.78).

The following steps were conducted to analyze data for this study:

Step 1: Open Coding, Axial Coding, and Selective Coding

All interviews were recorded in order to be transcribed afterwards. As most of the interviews were scheduled very close to one other in time, all interviews were completed before any were transcribed from the recordings by the researcher. Analytic memo writing allowed for initial thoughts and ideas to remain fresh in researcher’s mind. The researcher used the “dictate” feature within Word to do a first draft of the transcription of each recording. The researcher followed steps stipulated by Neuman (2003) in his text *Social Research Methods* (p. 442–444). Next, the researcher listened to each recording and simultaneously edited each initial draft. Once all recordings were transcribed accurately, the researcher listened to each recording again to

annotate and conduct initial (open) coding. Emerging themes were then noted and divided into subthemes, and the researcher did a more focused coding round (axial coding). Transcripts were then coded for the last time to determine that saturation had been achieved (selective coding). None of the materials, including recordings and transcriptions, were available to anyone other than researcher herself. The only software used was Microsoft Word installed on researcher's computer.

Step 2: Analytic Memo Writing

An annotated research journal was kept during the interviews and throughout the data analysis process. Notes and any additional thoughts and ideas were later used in writing Chapter Four of this manuscript. The researcher kept written notes, often in the form of annotations during all three phases of coding: open, axial, and selective. Neuman (2003) specifies in his text on social research methods that “analytic memo writing forges a link between the concrete data or raw evidence and more abstract, theoretical thinking” (p. 445).

Step 3: Use of the Analytic Comparison Method of Agreement

John Stuart Mill's (1874) analytic comparison method of agreement was selected as an analytic strategy for this case study. As Neuman (2003) stated in his work, “data analysis means a search for patterns in data” (p. 447). Method of agreement focuses on the commonalities between cases, where “the researcher establishes that cases have a common outcome, then tries to locate a common cause” (Neuman, 2003, p. 456). This method was useful in identifying themes which then identified their causalities.

Another reason for choosing this method is important to note. While it is not directly related to the methodology chosen for this study, it connects its author to Maslow's work. John Stuart Mill, being a brilliant mind and having achieved so much at such early age, had a nervous

breakdown at the realization that there might be an end to his higher aspirations in life, “Suppose that all your objects in life were realized; that all the changes in institutions and opinions which you are looking forward to, could be completely effected at this very instant: would this be a great joy and happiness to you?”(Mill, 2003, p. 1347). His desire to better the world was in tune with Maslow’s writing; however, his depression overachieving everything goes in deep contrast with Maslow’s work.

Ethical Considerations

The highest ethical standards were maintained throughout the entire research process. Stake (2010) references six advocacies applicable in qualitative studies: care about the groups worked with, methods used, rationality, being heard, being attentive to underprivileged, and advocating for one’s democratic society (p. 201). An approval from the North Carolina State University Institutional Review Board was received prior to conducting any research work connected to this case study.

Confidentiality of Participants

Every effort was made by the researcher to preserve confidentiality of data and the study’s participants. All data kept electronically was stored on the researcher’s password-protected computer with the researcher being the only one with access. All hand-written data was kept secure and not shared with anyone.

Chapter Summary

This chapter highlighted specifics mandated by the qualitative case study research design as described by Stake (1995, 2006) and the process that was followed to obtain, analyze, and code data. A small number of participants, required for this study, was conducive to it being an in-depth investigation of the RISE teaching faculty’s understanding of theoretical and practical

applications of Maslow's theory of human motivation when working with underprepared students.

CHAPTER 4: FINDINGS

What truth destroys is not intrinsic to the organism.

—A.H. Maslow, *personal journal*, March 19th, 1962

Introduction

This chapter is the culmination of the work conducted within this study. It includes findings for the research questions posed before the study, illuminates the themes and subthemes identified by the researcher during the study, and contains illustrative quotes from the interviews to support the findings.

Overview of Thematic Analysis

This section provides an overview of the thematic analysis. Each theme and its subthemes will be detailed in the section after the overview.

Overarching Research Question: How does Maslow's hierarchy of needs impact North Carolina community college corequisite instructors' perceptions of students?

By looking at underprepared students in community colleges via Maslow's work, there was a definitive focus on faculty members' concerns regarding whether or not students' needs were fully addressed in corequisite and developmental classrooms. Despite services and resources available to students on community college campuses across the state (NC), a recurring theme was that every student and every situation was unique, requiring a tailored approach in every situation. While many participants thought aloud and mentally checked off what could be offered/provided to the students in each scenario, a great deal of importance was placed on the sense of belonging, building rapport and trust with students, a continuously nonjudgmental environment.

Theme 1: Every Student is Unique

Subtheme:

1.1: Needs and motivations need to be addressed on a case-by-case basis.

Subquestion 1: How do North Carolina community college corequisite instructors perceive the linearity of Maslow's hierarchy of needs when considering the college underpreparedness of their students?

Members of teaching faculty were unanimous in identifying themselves as being the ones who understand their students best. Maslow's hierarchy of needs was seen as an important framework to consider, as one is working on determining the hindering aspects of various motivational factors and their effects on students' academic progress and success—both prior and current, as well as plausible routes to resolving various academic issues. Linearity was not thought of as a first line of inquiry when conversation was focused on academic (college) underpreparedness.

Theme 2: Teachers are the Ones who Know their Students Best

Subthemes:

2.1 : Flexibility and creativity in instruction and teaching approaches are vital, as well as the faculty's willingness to always meet students where they are,

2.2 : Teaching faculty can focus on the root cause analysis of any observed or perceived concerns by listening to their students,

2.3 : Current remedial reforms (RISE) have both positive and negative academic aspects.

Subquestion 2: How do North Carolina community college corequisite instructors perceive Maslow's hierarchy of needs when considering students with physiological or safety needs?

Maslow's hierarchy of needs was seen by the researcher as an important framework to consider as teaching faculty focused on the overall wellbeing of their students. Linearity was thought of initially in identifying the starting point of students' wellbeing status. The physiological layer was considered first, but in the instances in which there were definitive needs identified within the layer, solutions to the problems were not necessarily limited to that layer. Instructors noted that, despite physical and safety needs being relatively easy to identify and, understandably, having the capability to serve as strong impediments to students' success, they strongly believed that building a sense of belonging, ensuring a good rapport with their students, and providing a sense of community were things that they had control over whenever students were in their classrooms. By ensuring a nurturing academic environment within their classrooms, teachers were able to address lower needs of their students by sharing resources available. If a student was hungry or in need emergency assistance, there was an additional step of building trust and rapport with the student before the actual physiological needs or safety needs could be potentially addressed.

Instructors were well aware of the resources available via colleges' foundations and other sources; however, it was noted that just because something is available, it is not always immediately accessed. Conversations evolved around issues of latency of motives, as well as issues/concerns with some higher needs or lower needs being disguised as something else. Conversations with faculty members highlighted the need for a sense of belonging and community within their classrooms. Students' physiological needs appear to be easily addressed, considering that resources are widely available, once a rapport with their instructors was established. Many participants shared that they would personally walk with their students to

introduce them to the resources on campus (tutoring, counselors, food pantries, etc.). Personal (human) connection and good rapport with students were prioritized.

Theme 3: Meeting Students' Needs for Belongingness and Love Should be Addressed before Other Needs

Subthemes:

3.1 : A welcoming classroom environment geared toward community and communication; honesty in actions and communication, being genuine and showing one's academic imperfections openly

3.2 : A clear focus on building a strong rapport with students,

3.3 : Nonlinearity of Maslow's hierarchy of needs is accepted as plausible in at least some instances,

3.4 : Perceptions on Maslow's hierarchy of needs being cyclical and overarching.

Thematic Analysis

The researcher's goal for this case study was to not only discover the answers to the research questions driving the inquiry, but also to allow the voices of teaching professionals to be heard in the process. The coding process was conducted holistically with the researcher focusing on the repetition of codes. Three distinct themes emerged during the coding processes, with each theme having a number of subthemes.

Theme 1: Every Student is Unique

Maslow's work is often perceived as linear and predictable; however, conversations with teaching faculty members showed that despite some level of prepotency within basic motivations and needs, there are still many nuances to be considered when working with underprepared

community college students. A quote from one of the participants illustrates this theme pointedly: “One rule will never last for everything.”

As the state of North Carolina has a diverse population in unique geographic regions, some of the variations among community colleges included the area(s) of the state where students resided, or the way students portrayed themselves in the classrooms.

I do not think that people understand that there’s a huge difference in the area, in the community, and the sort of students who need this special touch.

It’s a fine line and nobody’s got a crystal ball. It’s very difficult because with 58 colleges there, the student body is so vastly different... some are urban, some are rural, you know, some are very sparsely populated and small, some are large, and when you do a one-size-fits-all [approach], that becomes difficult.

It was noted that, just as not all areas of the state are equal with regard to the amount of financial resources—including access to jobs and training, medical care, and housing—there are differences of students’ academic preparation and readiness for further education.

With participants representing vastly different regions of the state, interview conversations highlighted an apparent divide in an overall academic preparation of community college students, between regions and even within the same institution, despite the multiple measures of college readiness implemented in the state of North Carolina.

You might have 20 people in the class and each one is in a different level.

Each population of each class is different. I can take the same subject but I have to teach [it] in eight different ways because it doesn't always fly in one class like it does in the other.

Teaching faculty often stressed that no matter how good a product or a curricular approach is, there has to be certain amount of flexibility embedded in its design, as a rigid, one-size-fits-all approach to education is not a viable route to success:

The data does not necessarily have meaning in itself—it's the context of the data that matters.

It's case-by-case—it's not that every remedial student needs this... it's case-by-case—this student needs support in this, this student needs support in this aspect.

You can have five students in the room, and each one of those students could be stuck in a different step of a problem-solving process.

Each interview illustrated myriad examples of students who could have failed but did not, largely due to those students' teachers paying attention to each student and focusing on his or her needs, both academic and affective. There were many success stories, but also stories of failures. Unfortunately, many of the failures were because teachers lost contact with their students due to the COVID-19 pandemic. In many instances, teachers recounted heartbreaking stories of students who did not return to the classroom when instruction went online. The negative impact and disheartening reality of not having direct contact with their students could be clearly heard in participants' stories—students who were doing well in a face-to-face classroom vanishing as the COVID-19 pandemic unfolded. While participants spoke of their feelings of failure through

monologues speculating where things went wrong, there were and still are few definitive answers. One participant lamented:

I could tell you, as far as my philosophy is, that when things don't go right within my class, I'm the type of teacher that always looks at myself first. I never blame the class first, even those that are difficult, even those that don't do the work... I always look at myself first.

Academic setbacks and failures are always present in the lives of underprepared students, who struggle daily to gain momentum, success, and a better life for their families. Just as community college students themselves, struggles they face might be different, yet often seem to lead to heartbreak and disappointment. Speaking of a specific student, one teacher recalled:

I did everything I could for her; she could not make it out of level one. She wanted, but she just could not... [it] shows [that] being willing and being able are two different things, and that really makes the difference.

Other teachers also spoke of their “failure”:

Whenever I have a failure, no matter how much I tried to help, I could not say the right thing or do... I just felt like I could be a positive influence on student's life and make a difference in that student's life, and there's sometimes... it... just can't do it, and that's when I feel like a failure.

I think it was because he had been beaten down so much mentally, his self-esteem, that he just couldn't see the potential that he had... I tried everything, but he just worked it down that he just couldn't do it. That was a failure. That one, if I could... if I dwelled on it, I could cry.

Subtheme 1.1: Needs and Motivations Need to be Addressed on a Case-by-Case

Basis. Underprepared community college students are unique in their academic needs, and many participant conversations revolved around the notion of being able to distinguish the exact need in each scenario.

He did not need me so much as he needed somebody to say, “You have my permission. Take care of this problem that is eating away at you and causing you to test poorly.”

With our environment, you know, we get people from all walks of life, and I just would not want to take the chance that that person may not want to admit, “Yeah, I don’t have anything to eat, I really don’t have anything.” Many times they are not going to tell you that.

It could be 1,000 different things—it could be learning style, it could be personality clash, it could even be time of day.

There is always going to be that one that—no matter how hard you are pushing them up from the bottom to get on the next realm of the pyramid, that you can be pushing them with a bulldozer—they are still not going to go at anything other than their own pace and at times they are just not going to go.

There was a definite realization among participants that their students are all different in their life situations—some have kids to raise, some have parents or grandparents to take care of, some lack safety and stability. Teachers described their determination to make their classrooms as unique as their students:

Each one of these kids, no matter what their age is... they each have beautiful wondrous life that is so far beyond what we see in one class, that we take into account at a community college level to get to know much more than we do at a four-year college or a university.

They are such unique beautiful creatures—each and every one of them that they will surprise you from week to week.

I try to look at it from so many different angles, you know, this person could do this, but based on this situation, this person could do that...

I think it's important, you know, it's not just the academics—do they know subjects and verbs and adjectives, but, you know, you pay attention to the whole student, and I think that's important.

I think every remedial student is different, and they are not only all bringing in different backgrounds, but they are there for different reasons, they have unique situations that they're bringing with them.

Case study participants reiterated throughout their interviews with the researcher that their awareness of the uniqueness of both the needs and motivations of their students is always on their minds and affects how they approach their instruction, classroom environment, and routines.

I want to understand how someone else, the other, experiences reality, a written text, social life, relationships. From their point of view, how do they define reality? How do they define their own situations? ... And in that sense, it becomes entirely possible, that the way they're defining how they're experiencing the world - it would make perfect sense to them and they might think, "Why don't you get it?"

You have to come in and you have to be ready for plan A, B, C, D, and E.

I have always told people that developmental students are so special and so unique... they all have their own stories... but one of the things I found in them is that they are awfully proud to be in college because at some point, particularly the ones that have been out of school for a few years, maybe really [they] didn't think they have what it takes to even be able to go to college.

They are all different, and they all do bring anxieties, fears, and all that to the table... lots going on at home, just things that you don't realize that they're going through unless they share with you... and you know I think being flexible is part of it, which is what I try to be, in that [I] would certainly address it with them and go, "OK, so let's make some goals."

With underprepared students often facing so many obstacles in their path to academic success, teaching faculty stressed the importance of being humble and understanding, as well as being there for their students every step of the way.

You can have brand new clothes and be homeless. I think that it's not my job as an instructor to judge and... [it's] perception, you know. Just because it looks like a rabbit, jumps like a rabbit, doesn't mean it's a rabbit... I don't think there's any room in our profession to be judgmental.

Things happen in life... everybody can fall on hard times. They don't want other people to know, you know. It's a distinct possibility that you could run into people like that.

One of the most emotional and beautiful statements, which summed up the entire realm of the journey that underprepared students and their teachers take daily, whether in virtual classrooms during COVID-19 or in face-to-face classrooms, was the following:

Something that I would give [as] advice to anybody who's going to teach development classes [is] that nothing is static. It is going to be an organic, evolving experience and it will evolve at a different rate for each student, and sometimes it will evolve in spurts and you have to be ready to run with them because if you do not run with them, you will slow them down as for some of them it's the first time in their life they have been able to run ahead of their classmates and hey, that's an Olympic moment for them.

Theme 2: Teachers Are the Ones Who Know Their Students Best.

“Teachers are the ones who know their students best” was a distinct theme that came up in every conversation conducted during this case study interviewing process.

I just I don't know, if you don't work with them, how you can truly understand them.

I think you have to look at who has the most face-to-face with them. So, that's going to be their instructors. So, unless the instructor can dig in and spend extra time with the student, they are never going to know what's going on.

Sometimes I find myself thinking that if [policymakers] could just come in and see the students... if they could come in and see... If they could know the struggles that the students are going through behind the scenes.

I think those who have taught them, "get" them... the true indicator is if you taught, if you were at the ground level with these students, you saw them in the classroom, you know, you did the work, not just studied it—you were in there with them that is the defining factor, in my opinion.

We are there with them; we hear their needs, their concerns.

I believe... the instructors themselves [are the ones who know them best]. They are the ones who interact with the students the most, they're the ones who see very experientially and specifically what the student is having trouble with, the kinds of questions that students are asking, the continual progress the student is making, as he or she completes their work, so to me it is the actual instructors...

I think there is nothing no one understands as well as the instructor. We get to know our students very well there, and we get to know what moods they are in, you know, are they

having a rough morning? Did they wake up on the wrong side [of the bed]? So, you get a really good feel for your students.

The people who are in the classroom with them—the instructors and professors—we are the ones who know what they need.

In addition to the second main theme, identified above, there were a number of subthemes which accompanied it and illuminated various aspects of teaching faculty's strengths which definitely placed them into a position of being able to make the best decisions for their students.

The following subthemes, closely related to the second main theme, were identified:

2:1: Flexibility and creativity in instruction and teaching approaches are vital, as well as the faculty's willingness to always meet students where they are,

2.2: Teaching faculty can focus on the root cause analysis of any observed or perceived concerns by listening to their students,

2.3: Current remedial reforms (RISE) have both positive and negative academic aspects.

Subtheme 2.1: Flexibility and Creativity in Instruction and Approaches are Vital, as Well as the Faculty's Willingness to Always Meet Students Where They Are. Case-study faculty members were all observed to be incredibly talented, in tune with their students' needs, and highly skilled in addressing educational dilemmas in their classrooms. Some of the interview questions asked for incredibly adaptable and creative decisions—not only did participants have to strategize with regard to the academic underpreparedness of their students, but also be respectful and tactful in their approaches.

The solutions proposed by each participant of this case study identified the need for teachers to have extraordinarily creative minds in order to resolve these problems.

Not answering questions in class, not making eye contact... and sometimes even shrinking in their seats a little bit... they are very shy and timid, usually just because this student has been hurt one way or another in the education system or in life... Why? ... Once you ask a student [this] question, you [had] better be prepared for the answer.

I would accept that student regardless. I will try to help that student to the best of my ability. I would try to help that student the best I could.

When they have no materials in front of them, it's all in their mind, I think they second-guess themselves, they overthink things, but I think a big issue is the time limit [of the test]—they're being judged and they are incorporating their worth as a person into their ability to take a test.

Many conversations, as participants debated their answers to the various scenarios introduced throughout the interview, were indicative of the fact that teachers see one's ability to learn from every single experience—from a birthday party in the classroom to addressing one's testing anxiety. Participants were able to turn every situation into some sort of “teaching moment.”

There is value in anything if you're willing to learn from it.

Do[writing] lessons where we might just off the cuff edit something in front of students, and have them listen to our thought process...

I have had classes when you go in and you prepared this lecture and you think this is going to be interesting, and it lasts 10 minutes, and you make an off the cuff remark, and it lasts an hour and you are like, really?... So teaching, in part, is putting on a show...

Conversations with participants often highlighted the disheartening reality of the academic deficits of their students. Unfortunately, statistics on developmental students from several decades show overall stagnation and lack of progress, so while these stories are disappointing, they should not be surprising. Many of the academic components taught within the developmental educational domain are rooted in elementary grades. If deficits are not addressed while students are young, academic gaps grow exponentially larger as students get older. The dissolutions and frustrations are not because students or teachers are not trying their best—it's the huge academic discrepancies of where students are and where they need to be in order to be successful in higher education.

You would be absolutely surprised, even high school students that come in and... do you know the parts of speech and they look at you like you're talking to them in a foreign language...

Most of them don't know how to write [and] many of them only read on the third or fourth grade level, and that's the truth.

The foundation that they need to be successful in those non-algebra based courses is middle school math.

With this level of academic underpreparedness, the role of the instructor is to be motivating, realistic yet encouraging, supportive and keeping the bar high.

I'm here to support you I would do anything I can to help you be successful, but I can't do it alone.

Nine times out of 10 my students will be honest with me because they know I am honest with them.

Unfortunately, developmental students can hit one barrier and you lose them. So we try to eliminate barriers, with the understanding that they're still going to be some...

I feel that your role as a teacher, you're more than a teacher: you're a mentor, you're a guidance counselor, you're a principal, you're all these things in one.

You don't just reach the ones that are easier to reach.

I will try to help motivate the student or... try to get to the heart of the issue of why this student is having trouble.

You know, some people, especially developmental students, really need that extra instruction, really need that personal instruction.

Subtheme 2.2: Teaching Faculty Focusing on the Root Cause Analysis of any Observed or Perceived Concerns by Listening to their Student. The overarching theme of

teachers being able to be in tune with their students extended into the participants' conversations about what is hindering students, past failures which seem to drown them academically, the ways teachers can stimulate progression and diminish regressive thoughts, as well as eliminating components deemed unviable in an environment where underprepared students are trying incredibly hard to better themselves. According to the participants of the case study, it was apparent that the most frequent element encumbering underprepared students' progress was fear—of either a subject itself and/or fears of repeating prior failures in academics in general.

“I’m terrible at math.” When you walk in with that attitude, I can give you all the love and the nurturing, the help, but you already made your mind up. So the mind is extremely powerful in [one’s self-]perception...

One common theme, I think, [is that] they’ve all, in one point or another in their life, been told that they just don’t have it, they can’t get it, and so they’ve just given up.

There’s a lot of fear and anxiety and, I think, self-esteem problems—as far as how much they know, not necessarily personal self-esteem, but their ability.

“I have a fear of failing, I have a fear of not doing well... I have a fear of not being able to finish the class”.

Underpreparedness is a heavy load for a student to carry in an environment in which certain skills are assumed or expected; however, developmental, or remedial instructors are incredibly knowledgeable in how to address their students' needs and mitigate negative thoughts with honest and professional approaches. Students are believed to benefit from a traditional

classroom in which a teacher has autonomy to design instruction and implement various teaching strategies, such as critical thinking skills, debate, and growth mindset.

...As far as getting anything accomplished in education, yeah, the growth mindset and the [feeling of] belonging I think are the two biggest ones to be successful.

Critical thinking skills... probably one of the most important skills you can have in higher education.

If a teacher had the ability to create his own lessons geared toward that population of students in every specific class [students' needs will be met thoroughly] ...

A lot of the students coming into developmental English at the community college level feel that, "OK, I'm down here in this hole because that's where I have to be." And we need to shift that mindset away from them.

Additionally, immediate feedback, rapport, extra encouragement, and motivation were vital to a successful, upward learning trajectory among community college developmental students. It was frequently noted that at this stage in their learning, they are in need of additional nurturing and guidance, which is only possible if they have built a rapport with their classroom teacher.

That might look like Mount Everest to you right now, but I don't want you to look at [the top of] Mount Everest, I want you to just look at the first 100 feet.

I want to make sure that I'm getting to the people who need me, that I am meeting their needs and finding out where they are on those levels.

You work on your rapport with your students... as far as... they need to be able to trust you just as you need to be able to trust them. The students who are deficient or weak in certain skills... they need that pat on the back or extra encouragement to finish.

I try to never shortchange any student because I want them to have every opportunity to improve their writing.

I was clearly trying to... be the cheerleader and the motivator... [saying] "You can do this and of course you can get through this."

It's not... that they need their hand held while they're working on it, it's that they need that feedback, they need that interaction at that moment, they don't need to do the task and then wait six hours to get feedback on it electronically... they need that voice.

There were a number of teaching approaches identified by the participants as not successful in addressing remedial students' needs. Although many of such strategies were seen as plausible for implementing with academically prepared students, they were noted as going against the success formula for underprepared individuals. Computerized or modular instruction was seen by participants as a plausible route as a starting point, however, the entire curriculum should not be modular or computerized. Participants stated that as classroom teachers of

underprepared community college students, they have much more success with their students when they are not tied to a specific formula or product.

If [I'm a student and] I already hate a subject, and I'm not good at [it]... [and] all I get is a computer screen at the end of the day, I will be like, "OK, I already have enough problems," but if I had a teacher who sat with me and talked to me and said "Wow, look how much progress you have made" [will allow student to feel pride and a sense of accomplishment]...

You have that student sitting in front of the computer for at least six hours a week trying to do this work that they don't like anyway or [aren't] interested in... or [don't] understand—this is their weakness... it's like kind of trying to teach someone to drive when they're afraid of cars.

If we want our students to achieve these higher states of knowledge, these greater grandiose thoughts and become brilliant members of society and have great careers, we don't need to bury them under work. I mean we need to look at quality versus quantity, but, sometimes, we also need to teach heavy process as part of that. That's how you get to the top of the pyramid: work.

There're so many layers even to a text on a screen with only writing on it. Some students may not see that subtle distinction[in text] when are doing online work but they see it [meaning]clear as day and they experience it clear as day when they're in that classroom environment.

Subtheme 2.3: Current Remedial Reforms (RISE) Having Both Positive and Negative Academic Aspects. Overall, the feedback in regard to RISE was negative; however, the criticism was not in the content of what was being taught but rather its implementation. The corequisite model was initially designed to try to get students to progress more steadily through the remedial sequences, obtain necessary skills in academia, and be able to enter credit classes with a strong footing. Unfortunately, even with multiple measures in place, there are serious concerns about the readiness of incoming community college students. As discussed earlier, this is not a new dilemma, nor is it even a dilemma; it is a societal paradigm. Students in the American educational system go through over a decade of schooling in grades K–12, yet an academic gap starts forming when students are very young. The root cause of slow progress, or lack of progress, in developmental students is not unknown.

[student could say] already feel like I'm behind, I'm already feeling like I don't belong, I'm already alienated from everything, so here I am trying to get through this developmental course sitting in front of a computer, trying to do the best that I can do and part of the reason I came back to school is because I wasn't taught these things to begin with.

In an ideal situation developmental student need personal instruction.

And I do think that we could definitely have sped it [developmental sequences] up. I just want to make sure that we have not sped up too much that we lose sight of "Are they ready?"

Case study participants frequently brought up their concerns in regard to the skills that their students are lacking being very basic, which was seen as an outcome of the academic deficiencies not being addressed throughout students' academic journey in K-12. If students' academic gap extends over the entire middle and high school career, it is not plausible to think that it can be made up easily in a semester or two.

It's all about, you know, getting students to curriculum[credit-bearing classes] quicker, but, the thing is, you want students to be successful in [the] curriculum. When you're putting them in two math classes at the same time... That could be very overwhelming and not necessarily aligned with success.

So, the positive aspect of the RISE initiative is that it allows students to continue from semester to semester rather than having to start anew every time. A participant stated, "They are relieved to find out that this class now is structured at their pace."

Despite online delivery being noted as a negative aspect of actual class time, the online platform provides some flexibility for completing work. As one participant said, "[I] had [my] students work on their development classes and do some of the work on their phone[s] when they're on break at work."

An online platform can supplement to the main in-person instruction, but not replace the classroom teaching and activities. For a very small portion of students—those who place into a corequisite framework and who only need a refresher of skills—a corequisite model can be beneficial. Of this idea one participant said, "I would certainly think that if they are successful in both of those at the same time, [it] certainly would boost their esteem and give them much more sense of accomplishment." However, the vast majority of students entering the corequisite model are not ready to function in math or English credit-bearing classes.

With corequisite and core classes running concurrently and introducing different concepts simultaneously, it does not set many students up for success, as indicated by participants' comments:

They're not the ones that need to be just left alone to work through... that is completely counterintuitive to what a developmental student is... just to sit them at a computer and, you know, [say] "best of luck," you know? So, it's terrifying to think that that's where we moved.

If you feel like you can't get past the computer screen and you are not connecting with anyone, and you already feel disillusioned because you are already weak in the subject, there's no way that you can reach your full potential and, hence, a lot of them give up.

The importance of developmental education is without question, however, it is concerning from not only equity standpoint, but also from a humanistic perspective, to not have a clear working plan prior to scaling up remedial initiatives. Remedial, developmental, or corequisite: the title that is attached to this approach is not as important as the benefit that our students receive and whether or not they are successful in the learning environment that they are placed in.

It is difficult to build any kind of relationship within a college classroom when you're staring at the screen for six hours a day.

If you are basically punching buttons the entire time, you're really not learning how to write a sentence you're not learning... their skill set is nowhere near where it needs to be.

If I'm staring at a computer screen every single day, how am I feeling heard and understood, how am I feeling like I'm a part of something?...

If you feel like you can't get past the computer screen and you are not connecting with anyone and you already feel disillusioned because you already are weak in the subject, there's no way that you can reach your full potential and, hence, a lot of them give up.

I think we can explain human-to-human better than machine-to-human, especially, at the beginning levels.

One of the observations noted by participants during their interviews was the discomfort of students who are in both corequisite and core classes with regard to being in a core class along with more academically prepared students. It appears that while the feeling of belonging is strong in a developmental classroom or in a corequisite component of the class, the core class's atmosphere is not as conducive to learning and success. As one participant described it, "I think the [self-]esteem suffers for the corequisite students... I think they also have the desire to be the most that they can be, the majority, regardless whether they are in 011 or 111... [they] are there for a reason and they really want to succeed. Some of them just don't think they can." Lastly, due to the dire underpreparedness of the developmental students, when they enter supportive or corequisite classrooms they are faced with an overload of material in which they are not strong initially, which makes the experience overwhelmingly difficult.

What we're seeing now... students are so overwhelmed; they are quitting on us before they even submit their first essay in the curriculum course...

It's overwhelming for the students... two English classes at the same time is confusing for many students.

I think it puts a lot of stress [on them], unless the student is very close to English 111.

What we expect at a college level for the students to know... we touch on in English 111 thinking that the students already have some kind of knowledge of [grammar, writing process] ...it is what they're learning in English 011, so it's kind of, you know, combating each other in a way.

I think it's just, you know, being beat down and starting in developmental, unfortunately, um you know, provide stigmas even for them just based on having to start lower than English 111 or lower than their friends or lower than their family member.

Options that could remedy the frightening experience of having two challenging classes simultaneously are to either build a corequisite as a support class, and have students taught the same material as in the core class but in more depth, or to completely separate developmental and core for the majority of the students, thus allowing them to build a stronger foundation in the subject.

You know, math is one of those things that you have to build a solid foundation before you can put up your building.

I do not believe that a corequisite should be used to replace the need of prerequisite knowledge. I think [a] corequisite needs to be there to review, refresh, and reinforce.

Going into this class you already intimidated, you already don't like the content, it's not something you want to do 'cause you've never been good at and you haven't been taught the material or practiced it in years, so you go to this class and you're with these students [and] some of them are brilliant and some of them are not and some of them seem to be picking it up really quickly whereas you're sitting here struggling.

Theme 3: Meeting Students' Needs for Belongingness and Love Should be Addressed before Other Needs

The following subthemes were discovered:

3.1 : A welcoming classroom environment geared toward community and communication; honesty in actions and communication, being genuine and showing one's academic imperfections openly

3.2 : A clear focus on building a strong rapport with students,

3.3 : Nonlinearity of Maslow's hierarchy of needs is accepted as plausible in at least some instances,

3.4 : Perceptions on Maslow's hierarchy of needs being cyclical and overarching.

Interviews with the case study participants were a fulfilling experience for the researcher and an important aspect of a classroom environment suddenly became apparent: the sense of

belonging—students being able to drop their worries at the door of the classroom, to trust their teachers and other students, to stop questioning their safety because it was a fulfilled need, and to allow new knowledge to make its way into their cognition without worries of not being able to tolerate it or being overwhelmed.

Where they can express themselves and not be afraid of, you know, being bullied or put down.

They need to know that it's a safe place so they can confide in their teacher and know that they're going to be supported not judged.

We[student would say] just talk about it and so I really feel like it's like I'm not out here alone, that I can do this".

The only way they are going to learn is to have a dialogue about it, [that] really is the only way you can learn is when you can talk about it.

Subtheme 3.1: Welcoming Classroom Environment Geared Toward Community and Communication; Honesty in Actions and Communication; Being Genuine and Showing One's Academic Imperfections Openly. This is a precious place where students can obtain the missing portions of academic skills, either long forgotten or never learned. Many conversations with participants revolved around the classroom environment being similar to a family unit, where everyone is in a good place with themselves and realizes that they are safe:

That's how I approach my class... we are a family, and we all have this goal that we have to meet, this objective that we have to meet. Some of us are down here, some of us are in the middle, and some of us might be right there on the verge of getting it... but throughout the course you may find yourself up here in one section and down here in the other or at the middle where everybody gets it.

You have to believe that you can do it and you have to feel supported, so you can have all the belief that you want, but, if you're not getting a supportive instructor or supportive institution atmosphere, you know, it's more than just the instructor: it's the whole atmosphere of the institution... that's all you need to be successful.

[The student] feels that, you know, "Hey, I belong to something, I can do this!"

By the end of the 16 weeks, we are all going to be so comfortable with each other it's going to be like putting on an old pair of jeans... because it's going to feel good with everybody, [we] spend a lot of time together.

If I am going to build my foundation, I will do it with as much love and attention as necessary. Just because you're in developmental math doesn't make you any less smart than anybody else in the room.

If I find out that there's a birthday, we sing happy birthday; if somebody gets a grade in another class that's great, we celebrate, you know; if somebody has a death in the family, we take a moment you know and we are sorry, we let them talk about it... It's a family.

A very lighthearted, in-class acknowledgment of making a mistake in front of the students and having to own it was described as an empowering experience for the students, one of the most important aspects of learning:

We know that students like catching our mistakes and that it empowers them... it makes that their self-esteem their self-actualization... "Oh, I corrected the teacher," you know.

[what matters is]The approachability: students feeling safe... feeling comfortable... knowing that I am human, and I do make mistakes.

None of the participants felt the need to pretend in front of their students that the mistake had not been made. When asked, "How you would act if you made a mistake and students caught it?" participants were incredibly honest and felt that mistakes brought them closer to their students and showed their humanness.

I didn't pretend to be a know-it-all or to have all the answers and [I said] that I was a student in certain subjects still... I mean, you model what you want them to do with their own mistakes and you don't want it to be something that they have on their shoulder as a chip for years in the future... We all make mistakes. It doesn't matter what role we are in within the classroom: acknowledge it, fix it, move on.

I think that it's important for students to realize that you're just human and sometimes "3 + 2" is 6 in your mind.

Subtheme 3.2: A Clear Focus on Building a Strong Rapport with Students. All case study participants shared that they place a heavy emphasis on building rapport with their students and maintain it attentively. Many participants stated that, often times, having that rapport is the link connecting a student to the institution, and the instructor, but is it also a bloodline for underprepared students to keep on going and not giving up, even when a task becomes nearly unmanageable.

I think the first thing [is] do you have a relationship with your students? Do you know what's going on in their lives? Do you know that so-and-so has to work three jobs or that they work third shift? Does that make a difference to you or are you just there you know to teach them?

The rapport between me and the student and the interaction is more important than the other interaction... that's the way I feel about it because if as long as student feels comfortable with me... can ask me anything, that's how I try to approach that.

If you build that rapport with your students, which is so important in education, that you are approachable... students feel that they're safe with you.

But I could not do anything unless I develop that relationship with the student for the student to tell me anything.

I think something else that, you know, made her [student] successful was that, you know, she did feel like she belonged because she attached to me very quickly.

Building rapport with students is an incredibly fragile task. An underprepared student's self-esteem is very fragile when it comes to the academic realm and, therefore, many teaching faculty incorporate honesty and patience in their approach to building rapport.

I think developmental students need patience. I think willingness to meet them where they are and I think going to a lot of trouble to make sure you establish a good rapport with them, so that they feel safe.

If you cross the line, you might alienate them, so you [are] no longer an advocate for that student—you're actually someone that they try to avoid.

I just like to see them smile, because they relax then and, you know, it's like [they think] "Gosh, this is not the biggest deal in the world... I'm working through it."

And sometimes you have to walk them over[resources on campus] because they may not, and they may want it but they might need company going there.

Express your concerns as a teacher, and also as a fellow human being, to see if you can make some connections and find out what's going on.

Rapport was noted by participants to be incredibly difficult to maintain if students are not allowed to collaborate with their teachers—if everything is done online, an instructor can be seen as just an assistant to help a student go from one assignment to the next. Sadly, in some of the classrooms, case study participants had a great deal of difficulty with maintaining rapport in an online classroom.

They need human interaction, not just computer interface.

It is difficult to build any kind of relationship within a college classroom when you're staring at the screen for six hours a day; whereas, if you are teaching a regular class, you have the option of doing group work... of critiquing one another, [of] building a relationship with the teacher.

There was a strong correlation between case study participants being able to build a strong rapport with their students and their students' success stories, while stories of failure often had to do with not being able to reach the student, not saying the right thing, and/or not noticing something latent and vital to that student.

The rewards which come with a strong trust between a student and a teacher are overwhelming. There were so many incredible success stories told during the interviews and so many strong emotions expressed, that it is, without any doubt, an incredible link to student success.

"You made me believe in myself." [teacher quoting a student]

Those students, when they leave that classroom, they know I care and they know I will do anything [for them] ... They know I would bend backwards for them to try to help them.

I think that's my core part of my teaching is it's just not the instructions that you're giving the student: it's their whole being... I get to know my students, good or bad,

you know, I am their instructor first and foremost, and, you know, and I hold that at a standard... but if you need me as somebody to listen to you or help you get those resources or be a mother, you know...

You got to be approachable, you've got to be understanding, you have to be nonjudgmental, you have to love every student where they are, you know, and meet them in the middle, if not overextend yourself, [to] give them that mindset that they didn't come in here with.

Subtheme 3.3: Nonlinearity of Maslow's Hierarchy of Needs is Accepted as

Plausible. Nonlinearity instances were observed to be very contextual and content-based or situation-based. Case study's findings illustrated numerous instances where, in order to explain various actions of the students, their teachers had to allow a possibility of bypassing a seemingly more prepotent need for a less potent need as a way of addressing the more potent one. This was indicative of some of the nonlinear applications of Maslow's work.

There's that pride issue or that shame issue, you know. They don't want people to know or they have that sense of pride of... "I got to do this on my own" ... they've been put down so much or they've been bullied so much, they just don't feel like anybody is there for them. In their eyes and in their heart, they're like screaming at you, "Please help me!"

One of the hypothetical scenarios, that participants were asked to respond to, was a situation in which a student who appeared hungry yet did not reach out for snack that was

freely available in the classroom. Nearly all participants indicated feelings of shame and embarrassment, which prevented this particular student from addressing a highly potent need (hunger) in exchange for maintaining one's dignity: a definitive bypassing of a basic need.

If they go get a snack and people might notice, people might already know, and they do not want to perpetuate [feelings of failure]...

Being very hungry, you know, they of course will be placed on that physiological level, but for them not getting up, I think that that would put it at a slightly higher hierarchically in Maslow.

I'm not worthy of that food, I don't need to go get it.

A lot of people think it is shameful, they don't want to admit it you.

Their self-esteem is so low, because they're hungry and they're needy, and the last thing they want is to perpetuate that ... [it] would lower the way they feel about themselves [if] they had to admit that they were hungry in front of other people.

Another interesting observation, which was frequently noted in the interviews, was that by respecting students as they are—good or bad, in order to give them that sense of belonging, in order to help them grow—sometimes teachers have to believe in what their students want to believe or portray themselves as, whether it's not shopping at the Goodwill for all their clothing, or not being hungry, or not needing that extra support.

The safety and the belonging—those are two really big words for me for my students because they might be embarrassed or they, you know, they want me to think, here they are in a nice polo shirt and their, you know, nice polo pants and, you know, they are scraping by, they are shopping at Goodwill, so they can have this perception that they are totally fine, and I want to allow them that. I want them to, whatever perception of themselves they want to give me, I want them to know it's accepted. You want to tell me you are a millionaire? OK, let's go with it!

A lot times the student will not want to admit [something] or refuses to have a special form, which is fine, but that kind of student probably is struggling somewhere with esteem and belonging... and that is probably keeping them from being successful.

It is not that instructors are not planning on addressing these needs, however, until rapport is built and sense of belonging is present, the teacher will have to be patient and wait for their students to open up and decide to ask for help.

If, for some reason, they're too ashamed to talk to us, which does happen—not often, they usually want help—but if they are too ashamed or proud or whatever the word is, we do tread very lightly.

It's the same reason that the people that don't need to go to food pantries go, and people that do need it, don't go to [them].

Many interview participants shared that when students are open about their lives, it is a quicker path to establish rapport and trust with them. However, in many instances, students have had so many negative or heartbreaking emotions tied in with their academic success, their wellbeing, or

their ability to provide for themselves, that educators have to allow those students time and space.

I learned that people who go beyond to hide their status, do not want to share their status, so one-on-one conversation is not always the best way to go about that. However, having a general conversation that covers what you need to say anyway and turning it into a class discussion or debate, will allow that student the exact same access to information without being placed on the spot.

Sometimes you want to project what you want to be and not what you currently are... It's definitely not my position to ever call anyone out, but [instead] to give them that positive reassurance that they're looking for because they might need that.

Subtheme 3.4: Perceptions on Maslow's Hierarchy of Needs Being as Cyclical and

Overarching. Maslow's work on human needs and motivation holds strong in the minds and hearts of educators, particularly those working with underprepared students. While psychological and safety needs were recognized among participants as incredibly strong motivators, in many discussions Maslow's hierarchy was seen as a cyclical structure, where some needs overpower others regardless of prepotency.

In our writing pedagogy, we look at writing as recursive, and I think there is a bleeding of all of these [needs]back and forth. I don't think these are separated.

This student could have been flung between different levels, you know, so the prepotency idea—maybe there is some conflation there, multiple levels of prepotency almost equally tugging at somebody.

[Motivations, needs] are not like isolated tiers. They are kind of like... almost like a marble cake, the layering where you can actually see more connections. I do I think it's a very helpful way to a point now of various levels of what concerns humans have.

The researcher is not clear whether scenarios offered during the interviews triggered such thinking patterns; however, it is evident that a linear progression of motivational needs is too rigid when one is addressing needs of adults or young adults.

Instead of like the straightforward [motivational hierarchy]... maybe that with regard to prepotency, maybe something along the lines of how the levels are moved from one to another, one to another, based on what happens in a student's or even instructor's life.

How movement along the tiers of Maslow can be forced upon you and really shake up reality for you... I guess extreme movements between tiers, even the fluidity between tiers, connection between, say, physiological and safety, between esteem and self-actualization, between love and safety. To me, there is some overlap there, and Maslow was probably encouraging research on these lines for these movements.

[Not reaching out to receive food when one is hungry] would go between the love and belonging and esteem because they don't have enough self-esteem to admit they're hungry and go get something to eat, you're hungry and go to a food pantry I think it's the esteem one... I think it would be the embarrassment [to admit to being hungry in front of others] which would be the esteem OK.

Surprise Findings

Teachers are examples of Maslow's self-actualized (SA) individuals, as they are willing to help others and strive to be the best they can be at their craft, yet they are limited in access to the very people who need them—their students. Each participant in this case study was an illuminative example of an individual who was involved in SA work.

I don't think that most people's first intuition is to pass negative judgment... all humans are good at heart and... their first inclination is not to pass judgment.

I am getting emotional [thinking of being able to help a student who lacked basic skills] just thinking about it was just very meaningful that was self-actualization for me...

Maslow's journals describe SA work as work that “transcends the self without trying to, and achieves the kind of loss of self-awareness and self-consciousness that the easterners ... keep on trying to attain... the cause for which one works in S-A work is introjected and becomes part of the self so that the world and the self are no longer different” (Maslow, 1965, p. 7).

My personal feeling is if you have to work, you know, for the most part of your life, you know, you might as well choose a career in which it doesn't feel like work and so I truly enjoy what I do... so I don't really work, if that makes sense.

Many of the practices implemented in the participants' classrooms were similar to what Maslow wrote in his journals on motivation, perhaps because among the participants there is a clear understanding of the emotional state of their students and the detrimental effects that fear and anxiety have on learning. Maslow frequently noted that “anything that increases fear or anxiety tips the dynamic balance between regression and growth back toward regression and away from growth” (Maslow, 1965, p. 37).

Chapter Summary

This chapter consisted of analysis of the research conducted within this qualitative applied research instrumental social impact assessment case study. By following Robert Stake's research methodology design, the researcher was able to collect, organize, and analyze data from 11 interviews with teaching faculty involved in an implementation of the RISE initiative. As noted earlier in this manuscript, the case was individual RISE instructors' perceptions of their students' needs as seen through the lens of Maslow's work, and it was analyzed as a singular unit (single case).

Three major themes and numerous subthemes were identified and thoroughly illustrated using direct quotes collected during the many hours of the interview process. The following major themes were discovered during the coding process:

Theme 1: Every student is unique.

Theme 2: Teachers are the ones who know their students best

Theme 3: Meeting students' needs for belongingness and love should be addressed before other needs

A large number of subthemes were identified along the major themes: needs and motivations need to be addressed on a case-by-case basis; flexibility and creativity in instruction and approaches being vital, as well as faculty's willingness to always meet students where they are; teaching faculty focusing on the importance of the welcoming classroom environment geared toward community and communication; clear focus on building a strong rapport with students; honesty in actions and communication; being genuine and showing one's academic imperfections openly; nonlinearity of Maslow's hierarchy of needs being accepted as plausible in at least some instances; and perceptions on Maslow's hierarchy of needs being cyclical and

overarching. Chapter Five of this research analysis is the continuation of the findings highlighted in this chapter, as well as further steps to be taken to extend the knowledge obtained via this work.

CHAPTER 5: DISCUSSION

The novice can often see things that the expert overlooks. All that is necessary is not to be afraid of making mistakes, or of appearing naïve.

—A.H. Maslow, *Eupsychian Management*

Introduction

The purpose of this case study was to determine, by conducting an in-depth investigation, the RISE teaching faculty's understanding of theoretical and practical applications of Maslow's theory of human motivation when working with underprepared students in their classrooms. This chapter summarizes the findings, draws conclusions on the findings, and sets forth a number of recommendations for future research.

Discussion of Results

Performed thematic analysis and identified themes lent themselves to the researcher being able to utilize a simple mathematical acronym to illustrate and organize her findings from this case study. The acronym PEMDAS, also known as "Please Excuse My Dear Aunt Sally," is a very popular mnemonic device frequently taught at the elementary school level when one is addressing rules for the order of mathematical operations. It is rather interesting, and it should be noted, that PEMDAS is actually frequently misunderstood by students and, at times, teachers. In this respect, it is quite similar to Maslow's hierarchy of human needs, which is frequently oversimplified in its pyramid representation, where hunger is one of the first needs an individual, assumably, should want to address. Karnaze, in her 2018 study of The National School Lunch Program (NSLP), indicated that hunger was not the main driving force for a student who was not willing to get a free meal in a school cafeteria or simply did not enter school cafeteria doors (p.653). Karnaze noted numerous issues in how the program was being implemented around the

country, with student participants stating, that “the cafeteria was for the poor kids... Kids who did not eat in the cafeteria were embarrassed to go into it during lunch for fear that others would think they were getting free or discount lunch” (p. 653). As Maslow wrote in one of his journals, “...behavior in the human being is sometimes a defense, a way of concealing motives and thoughts, as language can be a way of hiding your thoughts and preventing communication” (Maslow et al., 1979, p. 1060). Presence of latent nuances in the human psyche, as kids get older, become more complicated and emotionally charged all while true motivations can become harder to decipher.

PEMDAS’ simplified view of solving mathematical problems is said to be one of the rules that is no longer valid at the middle school level (Karp et al., 2015). It is quite possible that a commonly simplified view of Maslow’s hierarchy of needs requires a more flexible approach to human motivations. As we reference Abraham Maslow’s writing on human needs, the unnecessarily simplified viewpoints become quite apparent: “First write about the really basic need. It’s *not* money, auto, wealth, TV, or boat. It’s dignity, belongingness, feeling at home, feeling brotherly and identified, accepted, etc.” (Maslow et al., 1979, p. 606).

There is a definitive parallel between the assumed rigidity of some of mathematical concepts and what so many believe about Maslow’s work. His remarks on oversimplification or the search for definitive truth are telling: “...limited scientists: they are like the cameras of my youth which could take pictures only in bright sunshine, or they are like the planes of my youth, which could fly only in clear, sunny, still weather. ...call this ‘method-limited truth’” (Maslow et al., 1979, p. 276).

Another interesting parallel is that so many of the concepts covered in developmental and remedial mathematics are initially taught in middle school, a point when PEMDAS is said to

become less viable. Karp et al. (2015) indicate that, while a rather limited understanding of math terms and concepts needs to be revamped at a middle school level, “middle-grade students, especially those who are struggling, often try to force-fit the rules that they remember from the elementary grades to new concepts or skills” (p. 208). Many case study participants mentioned being introduced to Maslow’s ideas during their undergraduate studies, which is indicative of its prevalence in the college academic preparation for many disciplines and areas of study.

Karp et al. (2015), in their discussion of mathematics instruction, highlight inflexibility and overgeneralizations. Researchers, who are open and honest in admitting that they, too, might have taught those rules and “later regretted” it (p. 210), note that “these overgeneralizations are not helpful and can have a negative impact on students’ conceptual understanding.” PEMDAS can be a dangerous mnemonic, as students believe that they understand it fully despite having unwillingly and unknowingly misconstrued its nature. There is an interesting parallel between this mnemonic and other overgeneralizations observed in mathematical classrooms and what this researcher noted in this case study with regard to Maslow’s work on human motivation.

Karp et al. (2015), stipulate that PEMDAS is often believed to follow a strict order by many students (p. 211). Frequently, multiplication and division, as well as addition and subtraction are not treated equally and therefore, not solved correctly. Another notion is the assumed rigidity of the order. Lastly, “the P in PEMDAS suggests that parentheses are first, but this should also represent other grouping symbols” (Karp et al., 2015, p. 211). The authors suggest using PEMDAS as a hierarchical order: “(a) grouping symbol or exponents; (b) multiplication or division; and (c) addition or subtraction” (Karp et al., 2015, p. 211).

Overgeneralizations, if taken out of the context of mathematics and applied to the social domain, lead to stereotypes. The researcher’s interviews indicated that both stereotypes and

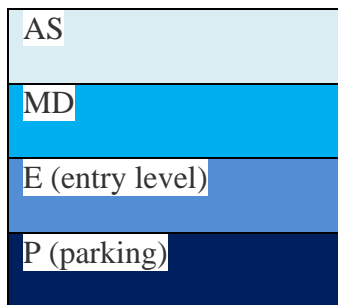
oversimplifications are present in developmental and corequisite classrooms. We have yet another misunderstood hierarchy.

Maslow wrote in his journals that his hierarchy is like a house: “It’s not a dichotomy of mutual exclusiveness but a fusing and integration and building upon.... You can have a 3rd floor only if you keep the 2nd floor to build upon. And you can then add a 4th floor too. You can move ahead to the higher only when you are quite sure of the lower, when it’s a solved problem. And even when it is solved and gratified and then is threatened, *then* we give up the higher and go back to the prepotent lower” (Maslow et al., 1979, p. 18).

Using Maslow’s analogy of a house, we could potentially say that, in order to enter the building, we do not have to necessarily enter through the parking garage. We can start at the street level (entry level), and then go back in the “P” level to address our hidden or concealed issues, problems, and concerns.

Figure 2

House Analogy for PEMDAS



In a mathematical problem, parentheses are very easy to notice. They are, probably, the first thing that catches our eye as we look at the problem. Unlike the parentheses in an equation, in a building, in order to get to the parking garage, one must go deeper and deeper underground,

into a much darker area. Just as it is with human motivations, Maslow's bottom two layers (physiological and safety) are deep in our human psyche and might be misunderstood or misconstrued. He wrote that:

Behavior is a lousy indicator of motives and feelings and intentions. It can be a *defense against* showing or revealing feelings and motives, a way of hiding them... So one mustn't be insultable, thin-skinned, over-sensitive. One mustn't too readily assume that the only conceivable motive for bad behavior is hostility. You just have to leave it open in order to be realistic. (Maslow et al., 1979, p. 897)

The resolve can be found in starting with the exponential growth, it being exponents in math and intrinsically motivated learning in a classroom and use of the momentum and energy that it creates to move the processes further. As Maslow wrote, "an inconsistency or contradiction is a point at which to work, not a reason for rejecting the whole business" (Maslow et al., 1979, p.7). Later in life, as he recorded in his journals, he thought of the possibility "of conscious *bypassing of a symptom*" or "*playing through a symptom.*" He explained the phenomena further:

The thing to do with insight is to prevent fixation at that symptom... This is all so simple that I wonder why I never thought of it before. We all react as if you had to "cure" a neurosis, and only then could we go on to higher tasks. But not so. One could act as a therapist or self-therapist, working at all three levels at once. They're not all-or-none steps. (Maslow et al., 1979, p. 466-467)

There are instances when we have to address the parentheses issue. There are instances, which are not very frequently seen, that do exist when the exponential power is right outside of our parentheses and, therefore, must be resolved without any delay. With the parallel of human needs, there are instances in which an individual is met with a critical event that requires an

immediate solution. Metaphorically speaking, as presented in Table 1, whatever is inside the parenthesis (or the depth of human psyche) is urgent, and by addressing them we do not make issues worse.

By closely examining Maslow's writing on his motivational theory, it is of utmost importance to highlight his embedding of a possibility of bypassing a basic need as a way to readdress certain steps in solving a problem.

The principle of therapy as "regression to the bypassed basic need gratification with symbolic vicarious gratification or catharsis in order to permit regrowth on a firmer basis" is again a local happening that makes real sense only against "growth toward SA" theory. Like building a house, finding that a sill or beam or foundation has not been done well enough, tearing down back to the point, doing *it right, and then going on with the building*. (Maslow et al., 1979, p. 102)

Regardless of certainty of delay due to the necessity to bypass and then return, it is a viable model in some cases. This can be employed in addressing instances where learning was not done in the classroom or was not fully accomplished by the student, as in one slightly changing the implied rigidity of PEMDAS. This research indicates that we can enter at a belonging level and other layers will open up on their own. It is easier to imagine Maslow's hierarchy as an hourglass, where the narrowest point is the belonging layer which allows the flow from top to the bottom, no matter which layer is facing up —physiological or self-actualization.

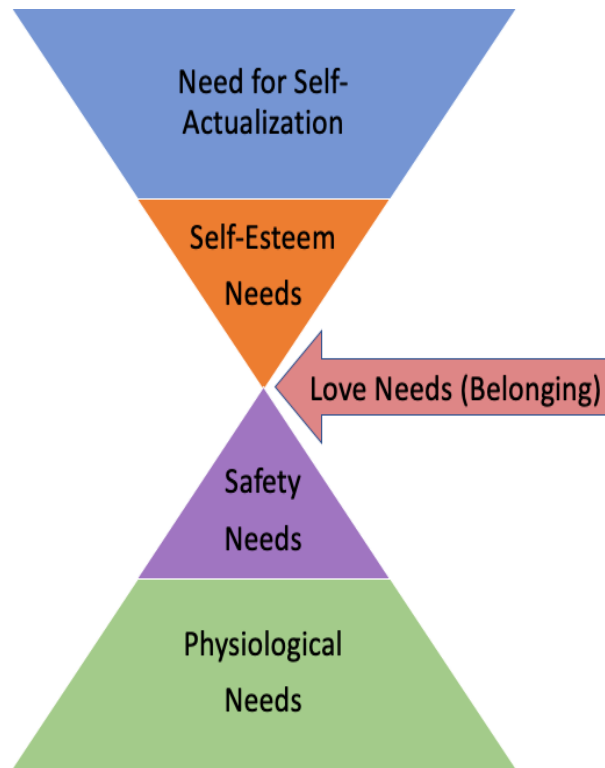
Table 1

Going Against the Order of Operations in Motivations (Motivational Rules for Developmental and Corequisite Classrooms Using a PEMDAS Method)

PEMDAS in Motivations	Component Explanation
Privacy	<p>We cannot open up parentheses as that is where so many emotions and motivations live; which are private; keep us away/separate from others. We have to build a rapport first, then we will be able to have students open up to us and we will be able to, as we would say in our math class, get rid of the parentheses.</p> <p>Equity and privacy live in these parentheses, as well as pride, past failure, personality, shameful attitudes toward oneself, poverty, stereotypes, prior educational failure, paranoia, hunger, and many other physiological needs. It is those things and emotions which we do not feel safe sharing unless we have trust and rapport with the individuals.</p>
Exponential Growth	<p>The amazing little exponent is charged with providing exponential growth. It is the emotional connection, rapport, and engagement with the students which allows for the exponential trust buildup and easement into the educational realm. That is our starting point. We build trust and rapport with these students; we make sure that they understand that they are in the right place, that they belong, that we have their backs no matter what. That we are all here and we are all human. We make mistakes in front of everyone, and that's OK.</p>
Motivational Growth	<p>This is our moving up, toward one's motivational growth, our "upward" movement.</p>
Determination	<p>Decisions and determination are here (no matter what, despite division).</p>
Acquire Self-Esteem	<p>Students acquire access to self-esteem, admiration, and association.</p>
Self-Actualization	<p>Students strive for self-actualization and success.</p>
Rule	<p>Start with Exponential Growth</p>

Figure 3

The HourClass Approach to Classroom Instruction©



Note: The HourClass Approach to Classroom Instruction© 2020 Shilova Guy

The HourClass Approach to Classroom Instruction©2020 Shilova Guy

The image of two pyramids stacked on top of each other, with a very narrow point balanced on top of another point, is a portrayal of so many realities that are embedded in being a developmental or underprepared student—someone who needs not just more knowledge before they can progress further, but more knowledge than other students who are deemed to be academically ready. It illustrates how the need for love and belonging hold up the “self” portion of the pyramid. That is the point where self-esteem and self-actualization come into play. Self

can be activated (self-esteem, self-actualization) once the needs for love and belonging are addressed. As Maslow stated, “Only the safety-gratified person is courageous and fully curious, secure and interested in novelty, change, etc. He doesn’t compulsively need freezing, familiarized, unchanging stability, predictable, controllable [*sic*]. The safety-ungratified person is opposite in all these characteristics” (Maslow et al., 1979, p. 16–17).

This is, then, a welcome reality in which students have a fair chance at managing their needs and motivations on their own, however, the fragility of the feelings for love and belonging are vital. While the bottom half is firmly grounded on physiological needs, the top portion is precariously balanced, as its foundation is rather small. Maslow stipulated in his journals that “...humanness itself is brought out by people, society... then one of the basic needs—for gregariousness and belonging and herding—is strictly social, not to mention that most other basic-need gratifications come from other people... certainly the culture opens many paths to SA and closes many others, gives a stage for some capacities and not the others...” (Maslow et al., 1979, p. 8).

Therefore, two pyramids stacked on top of each other is one way to look at the design of human motivations. However, Maslow really never gave his hierarchy of needs a shape and did not seem to be very fond of stagnant structures: “Obsessional people in general tend to mistrust emotions...the parallel between the accountant’s necessity for having everything down in numbers, and those authoritarian organizational theorists who have to have all the human and interpersonal relationships in any organization reducible to a chart on the wall with simple lines and simple geometric form” (Maslow, 1965, p. 216). It was vital for the researcher to find another viable alternative to the triangular shapes involved.

This led the researcher to come up with an original way of visualizing Maslow's hierarchy of needs—The HourClass Approach to Classroom Instruction© 2020 Shilova Guy. Per Maslow's dislike of shapes, it is not the shape of an hourglass; it is a reference to an actual physical item—an hourglass. This new frame of thinking eliminated the uncertainty of the fine balancing act of two triangles, while adding a bit more predictability and stability to the entire form. Maslow, in his discussions of education and its purposes, often noted a certain dichotomy within the field itself:

This is what I think could be called general education, which certainly has as a basic part of it this personal development from immaturity to maturity, this throwing off of dependence, passivity (seen as domination), adolescent, pre-adult growing up. This is in contrast with... the ones who know finally what they want and where they are going, who have found their career, their fate, and who are eager for it... (Maslow et al., 1979, p. 932)

However, a remedial or corequisite classroom does not contain a dichotomy discussed above— it is mix of both. The narrow point connecting the two realms is still very fragile and can be easily blocked if, metaphorically speaking, a large grain of sand or even a pebble makes its way into one's psyche or environment. This is an important realization because to dislodge a large grain or a pebble, one would need to flip the hourglass and go back to the physiological needs layer. Maslow continued his amazing research and soul-searching his entire life up until his sudden passing from a heart attack at the age of 62:

It is hard to be cheerful, and to enjoy the beautiful trees and flowers and the fireplace when your body hurts, or you are dizzy, or your knees cave in. The whole organism and the psyche regress back to the prior prepotent problem. But is the pain more real than the

pleasure? Is the prepotent problem more real than the postpotent problem? Does one deny the existence of the other? Are they mutually exclusive? Does the existence of one make the other into a fake or a pretense? Is the prepotent necessarily the more “real”? (Maslow et al., 1979, p. 504).

Abraham Maslow did not come to realize fully as to why this motivational hierarchy and the structure of human needs were so important to him until later in life. Decades after he wrote his theory of human motivation, he brought up the fact that both anti-Semitism (Maslow et al., 1979, p. 911) and his relationship with his mother were the roots of his search for motivational explanations in people’s actions and desires:

I knew certainly of the direct consequences of having no mother-love. But the whole thrust of my life-philosophy & all my research & theorizing also has its roots in a hatred for & revulsion against everything she stood for—which I hated so early that I never tempted to seek *her* love or to want it or expect it. All so simple, so obvious—& to discover it at the age of 61!... Insight never ceases (Maslow et al., 1979, p. 958).

The HourClass Approach© 2020 Shilova Guy to teaching students—who come from possibly traumatic life situations, an unsuccessful academic history, or from any other events which brought them to be at the point of despair or failure—is a nurturing and fulfilling way for both students and their teachers to reach the greatest potential in both. Such an approach can be implemented at any age and any stage of academic and emotional development. There is room for it in any environment where learning takes place. Conducted interviews showed a definitive theme of rapport, understanding, and respect for fellow human beings as a foundation for, truly, any individual.

When Maslow's hierarchy of needs is looked at or analyzed, it is the bottom layer that typically draws the most attention. The assumption is that it starts—and needs to be addressed—from the bottom up. Maslow did indicate a certain level of prepotency of lower needs to the higher needs; however, he did not embed the rigidity that is so often prescribed to his work, saying “maybe this principle should be added: that *many* higher-need gratifications can add up to outweigh the lower and most prepotent food, safety, etc., needs” (Maslow et al., 1979, p. 797).

Maslow wrote in his journals, “My motivation theory was published 20 years ago, and in all that time nobody repeated it, or tested it, or really analyzed it or criticized it. They just used it, swallowed it whole with only the most minor modifications” (Maslow et al., 1979, p. 190).

Human beings are organic and complicated. Simplification and a search for linearity are out of place when we discuss human beings. Maslow was well aware of the complexities of humans with his research spanning so many areas of study, “Again, I suppose health or fullest - humanness or SA would probably mean flexibility, i.e., the ability to enjoy when conditions are good, and without denying the real existence of pain ... No either/or, dichotomizing, mutual exclusiveness” (Maslow et al., 1979, p. 504). Maslow wrote of being wary of “inconsistencies, the only way [human beings] can manage them is by repressions, by overlooking them, by paying no attention to them, and so on; but once the inconsistency or the contradiction is called to the attention of the human being, the wheels are set in motion, and he must whether he wants it or not, keep on thinking about it and trying to make it consistent” (Maslow, 1965, p. 117). We do strive to find structure—our educational system is very streamlined and is often referred to as a pipeline; however, such rhetoric has been as frequently criticized:

...there is no linear path to a degree, particularly for students who start out in community colleges. The default “pipeline” metaphor, used to describe presumably linear learning

experiences and environmental sequences, is wholly inadequate to describe student behavior. Pipelines are unidirectional closed spaces, and under the “pipeline” metaphor students are passive creatures (as in “retention”) swept along or dropping out of the space completely through leaks at the joints. But student behavior doesn’t look like that at all: It moves in starts and stops, sideways, down one path to another and perhaps circling back. Liquids move in pipes; people don’t. (Adelman, 2006, p. 107)

Developmental and corequisite education are designed to correct academic deficits and strive to do so at a steady pace. Unfortunately, it is not realistic to expect learners to close academic gaps that developed over many school years in a few semesters. Underprepared students are missing skills beginning in elementary school and are building upon those deficits as they advance in school. Gilmour et al. (2018; 2019) referenced data from National Assessment of Educational Progress (2017) noting that, “60 % of fourth-and eighth-grade students without disabilities are performing below grade level in reading. In other words, students *without* disabilities are reading at unacceptable levels, and [Students with Disabilities] SWDs are reading even worse” (p.341).

Maslow often highlighted flexibility as a sign of health: “Flexibility is health—maybe *the* basic characteristic of health... The healthy person responds to affluence by being generous and to poverty by being stingy” (Maslow et al., 1979, p. 503). Developmental and underprepared students are often seen as going against the main onward academic trajectory; however, their flexibility and desire to learn are all signs of a healthy desire to change. RISE and corequisite education are thought to be a solution to resolve the sad statistics surrounding developmental education (Center for the Analysis of Postsecondary Readiness, 2020). Unfortunately, placing even more academic burden on these students does not appear to lead to either long-term knowledge retention or desirable, according to legislative authorities, results.

Societal issues, such as inadequate academic preparation of K–12 students, where deficits begin forming, should not be placed on these students’ shoulders decades later. So, the reality, where academic progress is lacking while unilateral decisions proliferate, is heartbreaking for so many students. Gilmour et al. (2018; 2019) referenced data from research conducted by Lindström (2018) noting, that when it comes to “reading instruction for students with or at risk for disabilities that effective instructional strategies are rarely used, teachers spend less time on literacy instruction than other classroom activities, and instruction often does not address foundational reading skills” (Lindström, 2018, as cited in Gilmour et al., 2019, p. 342). It is not to state that all students who are not able to complete grade-level assignments are at risk of being identified with a learning disability – but rather to illustrate the reality for some of the underperforming students in a K-12 setting.

As Maslow pointedly stated in his work, “Being convinced you are right, that you already know, is one chief block against growth” (Maslow et al., 1979, p. 935). This can be applied equally to students who do not see success, thus give up, and to the institutional and governmental leaders, who believe their visions are the only accurate ones, thus believe that their decisions are unilaterally beneficial to all stakeholders. This case study illustrates that flexibility and student-centered instruction should be at the heart of any educational reform. SAT scores, GPA scores, and any other numerical attributes cannot be always reliable (Maruyama, 2012), and, thus, cannot be deemed precise in determining whether a student can handle taking a content class and a corequisite class at the same time. In interviews with case study participants, the topics of honest and timely academic feedback frequently came up. While corequisite students are often working incredibly hard, the situation might not be different from what they experienced during their K–12 schooling where academic success was not always present. Some

of the participants found a parallel in corequisite setting to various inclusion and pull-out programs represented widely in K-12 settings around the country. In discussion of the current inclusion practices of students identified as having learning disabilities, Gilmour (2019) highlights the fact that, “It is a mistake to equate the setting in which a student is educated (that is, the general-education classroom) with the actual progress a student is making” (p. 26). Corequisite classrooms could become higher education versions of such inclusion classrooms where, as Gilmour (2019) so poignantly stated, “Yet exposure may not result in progress” (p. 25).

Multiple measures are still multiple measures of just one facet of a student. Just as we assume hunger in someone who presents symptoms of malnutrition, just as swiftly we can assume developmental education placement or a corequisite education placement. Multiple measures are multiple symptoms of the same issue: too much trust placed on numbers and tests without addressing equity concerns. It is plausible to think that life and environmental concerns, anxiety, and stress, could have affected a student’s scores; yet power of placement into credit-bearing classes is based on those numbers. This is precisely the notion that is being highlighted by many researchers (Dweck et al., 2011; Schmitt, 2012; Sedlacek, 2004) mentioned in Maruyama’s article on assessment of college readiness, in which he says, “... to more comprehensively assess college readiness, factors related to college success would need to go beyond the measures described above and include variables such as intellectual skills, motivation, background, and other ‘noncognitive’ and ‘soft’ skills” (Maruyama, 2012, p. 258–259). Otherwise, it seems, multiple measures could mimic what some would do if they saw a child a bit out of sorts; they might immediately offer the child a snack. But, is it really where this child is emotionally and physically? Do we even know?

Additionally, it is of importance to note Maslow's writing on esteem and self-esteem, in which he says that "one of the necessary foundations for self-esteem is respect and applause from other people, especially in the younger years... one has to deserve applause, prestige, medals, and fame" (Maslow, 1965, p. 45). This seems to be a concern applicable to a corequisite setting, as it is very difficult for corequisite students, who are working in two separate curricular classes, to be running ahead of their non-corequisite classmates.

Just as Maslow's work has been oversimplified and placed into a shape, students' academic needs and wants seem to have been oversimplified by the educational institutions and summed up by a number or a score. This is a dangerous trend, as we are looking at numbers and not seeing people standing behind them. This case study research highlighted instructors' extreme flexibility in understanding students' academic and motivational needs—actually seeing real people with real lives and problems behind grades and test scores. Even when scenarios are straightforward and it is easy to determine motivational underpinnings, the teachers interviewed in this study thought about their experiences before they determined or diagnosed students' difficulties. Very often, participants did not start their root cause analysis of each interview scenario at the base levels, and the overall fluidity and movement within the hierarchy was apparent. Underprepared students should be seen as individuals and not just as outcomes of a formulaic expression. If corequisite and developmental education were a business, it should be delivering a high-quality, hand-made boutique product, not be an assembly line for mass-produced merchandise. Over and over, participants in this study commented on the uniqueness and individuality of their students.

Study participants unanimously stated that they and their teaching colleagues are the ones who know their students best. The question then arises, why are they not able to make

decisions affecting their students' education? Can there ever be a decision which is beneficial for every student in every classroom? Unfortunately, RISE is a unilaterally made decision impacting all underprepared students in North Carolina. Academic skills which are lacking in corequisite or developmental students should have been taught and retained in K–12, yet, learning and retention did not occur as is evident by the academic placement into learning support classes. Should all stakeholder continue to follow a path that has clearly not benefitted students? Should there be options for a different approach?

Developmental sequences (Center for the Analysis of Postsecondary Readiness, 2020) did not seem to work - students who could not complete a course fully, had to retake it the following semester. For this reason, a benefit seen in RISE is that students can pick up right where they left off. Continuation of process is better than a complete restart. It seems that students were stuck in their developmental classes due to not only lack of the continuation of the process, but also due to large academic gaps in mathematics and English. One cannot simplify a learning process as it is intended to be strenuous and complicated. Corequisite classrooms, where only a portion of the content instruction is spent in a core classroom, do not seem to boost students' self-esteem, as interviews with participants indicated. They have experienced this before, and it did not seem to have worked in their favor. RISE is just another version of the inclusion classroom, so frequently found in K–12 settings, where other students do not need any additional assistance, seem to know everything better, and catch onto the material quicker.

The oversimplification of an idea has the potential to lead to difficult, serious, and stubbornly latent outcomes. I think we are addressing it all incorrectly; we need to slow down the output (curricular demands) in elementary grades and make sure that kids can read, know their numbers, and are creative and open to new ideas. We should not speed up curricular input and

learning output requirements when working with students who are coming in unprepared. These students have to be given a chance to trust their instructors and professors, be given time to open up to a new experience. Students should be allowed to feel good about their learning, identify their current academic successes, and believe that they can achieve academic success even after prior failure. Flexibility in various instructional approaches, such as using a flipped - classroom style of teaching, should be applauded and recommended.

Another common thread noted in all interviews was students' need and desire for dignity. Maslow noted the utter importance of self-esteem and dignity, stating that “the feeling of dignity, of respect and of self-respect are so easy to give! It costs little or nothing; it's a matter of attitude, a deep-lying sympathy and understanding...” (Maslow, 1965, p. 48). Maslow believed that the ultimate goal of education, “once we leave aside the question of technological training, can be nothing else but developmental toward psychological health” (Maslow, 1965, p. 65). These ideals were shared by all interviewed participants in this case study.

There is no silver bullet to the societal issues of poverty, discrimination, and academic underpreparedness, yet, there are ways to improve community college students' lives. This case study illustrated that when each student is approached as unique and is understood fully, there will be growth and success. Maslow wrote, that “higher needs can be gratified under poverty (it's harder, but it's possible if we remember what needs we're dealing with—respect, love, SA, etc., not autos, money, bathtubs)” (Maslow et al., 1979, p. 373–374).

Maslow's work and this case study are capable of opening our minds to the invisible flexibility innate in so many structures. Civil engineers know to allow at least some flex to their structures, trees can sway in the wind without breaking. Since we do not know what kind of cyclones are going on in students' lives, we should allow their teachers, the ones who know them

best academically, to employ the ability to flex their structures. There are universal needs and motivations, certainly, but we all employ and address them differently. We all feel hunger; however, there are many ways to address it. We do not want to feel unsafe, yet there are individuals who strive for that fear and adrenaline. Maslow never intended to create a “one-size-fits-all” motivational structure and he wrote that “mechanization will be preferred by the unmotivated” (Maslow et al., 1979, p. 881–882). How do we explain motivations of hungry students, who, despite being aware of the existence of food pantries on campus, choose to not visit those? How do we explain observing students who are excellent learners, yet, cannot pass the simplest test? What is motivating their behavior?

Numerous stories of student successes, shared by the participants, were invigorating. None of those narratives, however, subscribed to the notion that a certain GPA or ACT score can prescribe a clear educational action plan. Numeric data can be seen as a gesture of unfairness to the unique individual standing before us. Angela Calabrese Barton and Edna Tan (2020), in their conservation on equity and inclusion, stated that, “Reform efforts focused on inclusion do little to disrupt systemic inequities in classroom practice. Framing equity around the extension of rights, while foregrounding the importance of membership, occludes the undergirding relationships” (p. 434).

Equity starts at seeing our students as they are, with listening to their stories of success and failure, their needs and motives, as well as their hopes and anxieties for the future, at being able to identify the up- or down-spiral within one’s motivational trajectory. And who can do this better than their developmental/corequisite instructor? This idea is fundamental to understanding teacher’s thoughts on RISE and education in general: whether or not we are allowing our students to become the best human being that they can be. The ultimate goal of education should

be to improve our students' lives. Maslow (1965) wrote, that “whatever improves the society at any point tends to improve the rest of the society. Whatever improves one human being at any point tends to improve the whole human being” (Maslow, 1965, p. 101).

Maslow wrote extensively on the possibility of the continuous growth and self-actualization in “primarily good conditions, rather than for the stormy weather. The parallel life of a single person is between growth motivation and defensive motivation” (Maslow, 1965, p. xii). He also voiced his thoughts on a healthy individual demonstrating certain levels of flexibility and being “able to shift from growth to defense as circumstances may demand” (Maslow, 1965, p. xii). This is the hourglass design cited above - capable of flexibility and adaptability.

The HourClass Approach©: Agere Sequitur Esse (*Latin: Action Follows Being*)

The HourClass Approach© 2020 Shilova Guy has love and belonging as a point of balance, as an entry point to being able to help a student to gain pride and willingness to succeed, to learn to be flexible in one's thinking and doing, to learning to connect with and trust others, to learn to recognize one's internally hindering defenses, and to be open to the experience of learning and growing emotionally and cognitively.

Maslow often wrote on creative education and humanistic education. One of his journal entries on the subject highlights the great potential he saw in being able to “develop an individual via the community, the team, the group, the organization—which is just as legitimate path of personal growth as the autonomous paths” (Maslow, 1965, p. 3). The HourClass Approach© 2020 Shilova Guy: *Agere Sequitur Esse* blends Maslow's lifelong research on motivation and human needs and this case study's thematic findings with regard to teaching underprepared

community college students in North Carolina as they progress through the new model of developmental education titled RISE.

The HourClass Approach ©2020 Shilova Guy: *Agere Sequitur Esse* is a strategic mindset to apply to an educational setting which, when is implemented and followed, has a potential to ensure academic growth in students. *Agere Sequitur Esse* finds its origin in Aristotelian and Thomistic philosophy. Its meaning reiterates the ideas embedded within The HourClass Approach to Classroom Instruction© 2020 Shilova Guy. St. Thomas Aquinas’ philosophical narratives spoke to the power of “being in itself: act follows upon being, the matter of a thing’s acting follows its mode of being” (Meyer, 1954, p. 264). Eight components make up the strategic mindset of the HourClass Approach© 2020 Shilova Guy:

1. Good Human Being (GHB) Approach (per Maslow)
2. Universal Needs and Rights (per Maslow)
3. Not much is possible without the ever-present sense of belongingness
4. Encourage creativity
5. Encourage honesty in actions and emotions
6. We are all unique
7. Learning is always possible
8. Know yourself

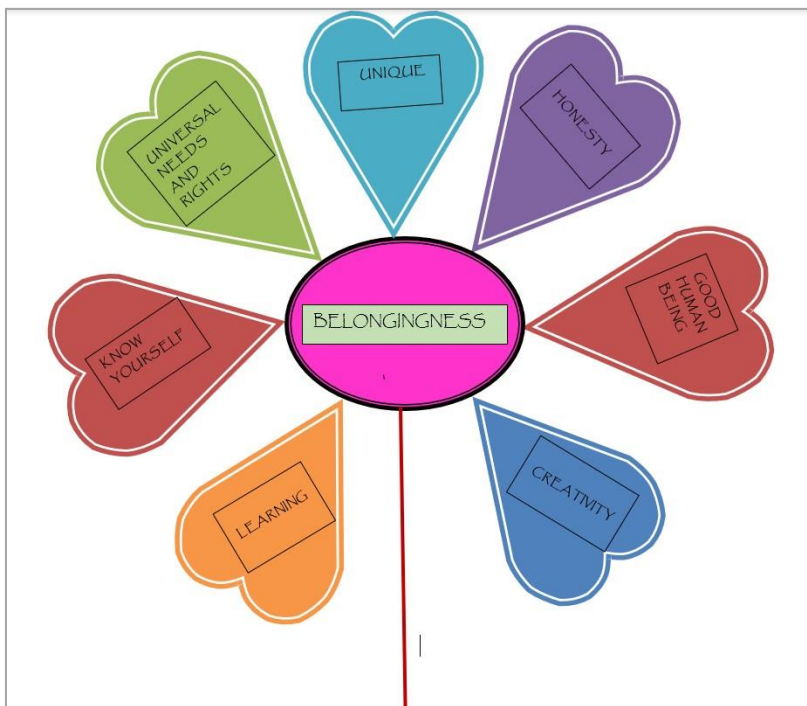
A wind spinner is used to represent this approach. Maslow coined the term “eupsychia” and illustrated it as being “the culture that would be generated by 1,000 self-actualizing people on some sheltered island where they would not be interfered with” (p. xi). With this being a clear description of a utopia, he coined another term: Eupsychian. And this is where The HourClass Approach© 2020 Shilova Guy: *Agere Sequitur Esse* aligns well with Maslow’s ideas. He writes

that, “Eupsychian is implying *only real possibility and improvability* rather than certainty, prophesy, inevitability, necessary progress, perfectibility, or confident predictions of the future” (Maslow, 1965, p. xi).

The eight components of The HourClass Approach© 2020 Shilova Guy are a vital path to academic progress. It is called *Agere Sequitur Esse* because, despite the unpredictability of any life situation or setting, including an academic one, there is always safety in belonging to a family, a cause, or a classroom. We were reminded of such unpredictability this year, when the COVID-19 pandemic broke out. Unprecedented times may be ahead of us, but if we are prepared for them, we can weather the storm on the winds which bring both fortunes and misfortunes, or, as Maslow (1965) calls it, “stormy weather” (p. xii).

Figure 4

The HourClass Approach© 2020 Shilova Guy: Agere Sequitur Esse



Note: The HourClass Approach© 2020 Shilova Guy

1. Good Human Being (GHB) Approach

Maslow wrote in his journals that the original name for his self-actualization (SA) work was “Good Human Being” (GHB). He reluctantly changed it to SA following Goldstein (Maslow et al., 1979, p. 344), who coined the term (SA), and whom Maslow saw as a mentor. SA was the top tier in Maslow’s original manuscript from 1943. “What a man *can* be, he *must* be. This need we may call self-actualization” (Maslow, 1943, p. 7). Maslow’s GHB approach to understanding human needs, motivations, and inspirations is a great fit for a classroom environment, where group work, collaboration, the expression of ideas, and brainstorming—as well as many other manifestations of individual growth and desire to become the best one “*can* be,”—should be welcomed.

The desire to improve should not be seen as a desire to be perfect. When students are eager to attain a perfect GPA or a perfect score on an assessment, their goal of perfection obscures and diminishes the value of the learning experience itself. In the end, it should matter what knowledge we gain and can knowingly apply. Maslow wrote about not looking for perfection: “Te absolvo! It is only human. Don’t ask of yourself the nonhuman. Turn away from perfectionism—i.e., from neurotic ‘shoulds’” (Maslow et al., 1979, p. 308).

2. Universal Needs and Rights

Maslow cites in his journals an instance when he was answering questions at an event on civil rights: “I identified all ‘needs’ with a list of ‘human rights.’ That is whatever is needed for full humanness or full specieshood can be considered a legitimate or legal (in the UN sense of human rights—see their list—not good enough) demand, just, natural law or natural rights” (Maslow et al., 1979, p. 1055).

Receiving an education is such an amazing right. However, the education received by an individual should be of value to that individual in order for it to be valuable to society as well. This case study research highlighted the many needs, which Maslow names “universal,” present in classrooms where students’ educational paths have not been as successful as both the students and our society would wish. The fact that there is a second chance to correct this situation is a way to ensure that “universal” rights continue to exist. Educators, schools, colleges, and students are truly together on this journey. A successful student has the ability to better the lives of everyone around him or her, and Maslow (1979) wrote on this in his journals:

About real human problems being so universal and so shared that therapist and patient “are in the same boat” sharing human problems in an I-Thou way, rather than strong-healthy therapist and weak-sick patient. Both are sick. Or rather human, with shared human problems. (p. 103)

3. Encourage Creativity

Creativity in education grows and develops one’s knowledge. It could be considered the exponential growth factor mentioned earlier in the discussion of PEMDAS. Regardless of the educational reforms or changes in those guidelines, there is often a conversation about creativity. Maslow (1965) wrote on the value of creativity in an individual: “The creative person trusts himself sufficiently to face a new problem or a new situation without any preparation, to improvise a solution in the new situation” (p. 215).

Creativity is easily stifled in an online-only environment, as we are now functioning and are limited to someone else’s understanding of creativity and design. Students need room to be creative thinkers and doers, and teachers need to try out variations of their lesson plans. Students should be encouraged to experiment and be curious, try to resolve scenarios from as many

viable, or even latent, points as possible. Maslow (1965) wrote of his SA individuals as being the ones who “can enjoy mystery, futurelessness, ambiguity, lack of structure” (p. 188). One of the surprising findings of this case study was that teachers involved in instructing underprepared students are such SA individuals and are, therefore, capable of everything listed on these pages.

4. Not Much is Possible Without an Ever-present Sense of Belongingness

One of the themes that emerged brightly from this research was the sense of belonging, which often times made a tremendous difference in students’ lives. Students who did not seem to be open, at first, to expressing their true needs for financial resources, additional testing accommodations, class accommodations, or any other physical or psychological needs, reached out for help when their teachers ensured that a feeling of belongingness was present in their classrooms. Maslow (1965) wrote that, “the discovery of identity of self is helped along more by being given the feedback from a whole group of other people of how I affect them...” (p. 158).

In the wind spinner mental model for the HourClass Approach© 2020 Shilova Guy: *Agere Sequitur Esse*, the sense of belongingness is the center point of the entire approach. In conversation after conversation during this case study, participants reiterated the incredulous power of both a good rapport with their students and a safe and nurturing classroom environment. Maslow (1979) often wrote about the value of one feeling together with others: “I pointed to belongingness as a born need. Brotherhood, fellowship, the community—these old ties, customs, roots, can all be embraced in a sentimental fashion, especially if associations are pleasant ones” (p. 710).

Any classroom should be a pleasant experience for all students. Conversely, elements that do not belong in a classroom are condescending remarks or actions. Maslow (1979) wrote of the difference:

If I anticipate ridicule, smirking, or condescension, then I certainly go on alert, get tense, etc., as if I were going into a fight... but if I am speaking to people who think my words are pearls, they *become* pearls, because I can give out without inhibition or apprehension. This is part of the whole process of cognition, science, truth, communication. (p. 423)

Some of the participants in this case study looked at their classrooms and their students as a family unit; they were taking care of them. More often than not, students were referred to by their teachers as “kids,” which once again highlighted the teachers’ appreciation and tender feelings toward their students’ struggles and their desire to help them. There is a parallel in Maslow’s (1979) work on all these themes. It is in regard to bringing up a child, which can be applied to the family unit of a classroom: “‘What can [parents] give to children to avoid emotional disturbance?’ My answer is ‘security, love, acceptance, etc.’ In other words, give them the basic-need gratification in order to avoid pathology” (p. 587).

5. Encourage Honesty in Actions and Emotions

Honesty in working with underprepared students can be seen in the form of timely and thorough feedback on one’s learning outcomes, “feedback from other people who have learned to be sensitive enough to perceive it in the first place, and spontaneous enough to express freely in the second place, and who can manage hostilities well enough so that they can say criticizing and damaging things without arousing defensiveness” (Maslow, 1965, p.159). Honesty can also be demonstrated by laughing at one’s own mistakes without having the feelings of shame, fear, and disappointment. Maslow (1965) stated that “what is good for the teacher can be

demonstrated to be good for the students, most of the time” (p. 97) and that “the best solution of all, I think is to be able to laugh at yourself and the funny limitations of humanness” (Maslow et al., 1979, p. 747)

Honesty can also be seen in one’s ability to see people as they are without feeling a need to overpower one’s thoughts or opinions. As stated by Maslow (1979), “the only real medium of learning is honesty, and helping the person on in his self-discovery (which usually calls for a concerned-loving-Taoistic attitude) ... When in doubt, be honest rather than not, with both yourself and others, in both speech and action... Being hurt is not the worst thing in the world. Paranoid suspicion is worse... i.e., not to know what’s going on and to have worse suspicions” (p. 146, 481).

6. *We Are All Unique*

After belonging, uniqueness is one of the most important points in the HourClass Approach© 2020 Shilova Guy Approach: *Agere Sequitur Esse*. Unfortunately, underprepared students might not realize their uniqueness in a positive light. As Maslow (1979) wrote, “One’s telescope cannot see the earth (or itself)” (p. 1138). Underprepared community college students often do not see the strength of their character and do not consider that they have made an important decision to return to an academic setting despite their prior lack of success in a school or college setting. They are amazingly strong individuals who are demonstrating the power of one’s desire to persevere. The teaching faculty who participated in this case study research are incredibly understanding of the tribulations that their students go through. With this being said, it was frequently noted by the participants that their students often do not seem to believe that they can achieve. This is because, as noted by Maslow (1979), “skepticism and disbelief are real,

effective determinants, just as belief and expectation are... Disbelief is a *force* that tends to promote its own fulfillment” (p. 591).

7. Learning Is Always Possible

Learning is always possible in a classroom environment that is conducive to learning. In order to take place, learning requires that certain needs be met. The HourClass Approach© 2020 Shilova Guy allows for such a conducive-to-learning classroom environment, however, it is important not to dismiss the fact that students’ prior academic experiences have the potential to be an impending factor to their success. That is why the discussion of the PEMDAS mnemonic focused on going against the perceived order of operations. It is not the order that must be followed but rather a perceived order to be mandated or followed. There is no room in a conducive-to-learning classroom environment for a perceived mandate of any kind. Learning should be open to interpretation and discussion. Maslow (1979), who considered becoming a kindergarten teacher upon his retirement, wrote extensively on learning:

Truest learning is intrinsic learning, i.e., who one is and how to be it. But also thoughts on helping others... Helping him to help himself and not need help. Or even more frequently, not helping him at all when he begs for it, to teach him he can do for himself and doesn’t need help and shouldn’t ask for it (a kind of selling oneself short). Like Felix Deutsch when I asked him to get me a cane and he refused. (p. 506)

8. Know Yourself (Q&A with Dr. Maslow)

Many case study participants noted that behavior is not a good indicator of what is truly going on with a student. Human beings, including teachers and students, need to try to understand themselves better. In order for one to reach the “self” stages of the hierarchy of

motivations, there is a certain need to understand that “self” a bit more clearly. The following is an imaginary Q&A session with a renowned psychologist Dr. Abraham Maslow.

Q. Dr. Maslow, may I ask you a few questions that many community college students were interested in asking you, as we strongly believe in the incredible value of your work? The first is, if I am trying to dress up for class, what is my motivation?

A: *“And yet, to look one’s best can also mean being one’s best”* (Maslow et al., 1979, p. 1052).

Q: If I feel scared and stressed out during class, what is happening?

A: *“Fear is not a motivator; it’s an antimotivator. It prevents reaching out, needing, desiring, wanting, yearning, expecting, hoping (and therefore it prevents action and growth)”* (Maslow et al., 1979, p. 1043).

Q: If someone is not being attentive to my needs, is it because of my actions or could it be completely irrelevant to me or my relationship with that person?

A: *“Warn of over-Freudianizing, i.e., of interpreting forgetting, slips, etc., as (1) always motivated (instead of mistakes, confusions, etc.) and (2) with this motivation always being evil (hostility, malice) with no other explanations possible... another way of approaching it: each person is a subjective world. One cannot and dare not interpret other people’s subjective world. Must recognize that behavior is not necessarily a good guide to intention”* (Maslow et al., 1979, p. 898).

Q: Why do I feel shame whenever I make a mistake in front of everyone?

A: *“But I am interested in the precursor of shame, which is the expression of the feeling of worthlessness, of not measuring up, to the expectations of the spectator, of being exposed as a fake behind the ripped away defenses”* (Maslow et al., 1979, p. 334)

Q: Why am I not capable of relaxing to the point that I can laugh and enjoy a good joke?

A: *“A joke has all the characteristics of peak-experiences: sudden integration, loss of inhibition, and defense; ‘sudden glory’; loss of doubt, fear, anxiety, sadness; intrinsic value, etc.... Therefore it allows us to retain the pride we need in order to do anything”* (Maslow et al., 1979, p. 23).

Q: Why don't I feel like I am worthy of my education, my family, my job, my academic success, etc.?

A: *“So, one must somehow love one's ideal self and at the same time one's current actual self (so far actualized) so that one can be and become simultaneously—i.e., enjoy one's current being and yet press on toward higher levels of being. MUST FEEL WORTHY”* (Maslow et al., 1979, p. 141).

Q: Why do I feel as if nothing is ever enough? When I get a good grade in one class, I think of a bad grade that I got in another class. Why is that?

A: *“Everything strives not to need (lack, want) anything—i.e., to have everything it needs, wants, lacks, not to be in a state of lack-want-need-deficiency, not to be incomplete. All potentialities strive to be actualities: i.e., every potentiality is a motivation, and ‘tries’ to fulfill its promise. But also the confrontation with being (perfect, complete, ideal) makes one conscious of not being ideal—i.e., of the gap between what one is right now and what one could (should, ought to) be. The abyss between is and ought = depression, discouragement, hopelessness”* (Maslow et al., 1979, p. 141).

Q: Why is it so easy to connect to someone who actually listens?

A: *“Someone listens to us carefully and seriously, crap and all. He doesn’t scold or tell us what to do or judge or evaluate. He is all there, listening, concerned, even worried, taking us seriously. And inevitably we love, trust, depend, get undefensive, open up, etc.”* (Maslow et al., 1979, p. 263).

Q: Some people, including some of my teachers, really like strict discipline in their classrooms while other are so natural in their environment that instruction and activities are an organic experience. Why is that?

A: *“[SA people] have no need for power over other people; they don’t enjoy it, they don’t want it, and they will use it only when there is some factual need in the situation for it”* (Maslow et al., 1979, p. 151).

Q: Why do some of my teachers insist that I try to figure it out on my own? If they know the answers, why can they not just give those to me?

A: *“Helping can be either helpful or crippling... Sometimes we need to be ‘need-gratifiers’ but sometimes not (compare with psychoanalysis). Must also be tough, stern, unappeasing, refusing support, reassurance, or illusions, destroying alibis and defenses, refusing to take responsibility and insisting he do it for himself... Self-esteem and real strength can be built in no other way”* (Maslow et al., 1979, p. 506).

Q: We hear the term “student-centered.” What does it mean?

A: *“[A] high school or college teacher who passes on other people’s discoveries and who can therefore give full time to expounding, and to the techniques of communicating, to the needs and quirks of his students, to the individual tutoring that will help them, to the semimaternal or therapeutic relationship with the student, to making sure that the student*

'gets it' and understands. This is all student-centered and takes a huge amount of time"
(Maslow et al., 1979, p. 726).

Q: Lastly, Dr. Maslow, what are your thoughts on your work on human motivation being represented as a pyramid?

A: *"...The parallel between the accountant's necessity for having everything down in numbers, and those authoritarian organizational theorists who have to have all the human and interpersonal relationships in any organization reducible to a chart on the wall with simple lines and simple geometric form"* (Maslow, 1965, p. 216).

Limitations

This study's findings were only as true as the perceptions of the participants, and as accurate as the researcher's observational and interview process capabilities. With the COVID-19 pandemic developing around the time when decisions had to be made on how to collect data for this research, availability of the participants were of concern due to the unpredictability of the pandemic.

Some North Carolina community colleges have their own institutional review board (IRB) processes of which the researcher was not aware prior to reaching out to them. If additional IRB permissions were required prior to contacting the prospective individual participants, they were emailed with a request for additional time in order to consult with the dissertation chair and review those additional materials.

Delimitations

Time: This study was bound by only several semesters in which participants of the study were involved in teaching corequisite remedial classes. Additionally, RISE was going to be fully implemented in the fall of 2020; however, a decision was made in the spring of 2020 to postpone

the scaling up of the RISE initiative until fall 2021. Participants had to self-identify as being involved in the RISE program, as the researcher had no access or legal right to the participants' employment records. The number of required participants was reached very quickly, and for this reason participants from the institutions with their own IRB processes were not asked to participate in the study.

Setting: The study was bound by the location of community colleges within North Carolina and their current participation in the pilot RISE program. This study was limited to just a small group of participants bound by a singular state regulations and curriculum needs. Research was not limited to a certain region or area within the state, as a decision was made to reach out to all institutions who were participating in RISE as of the spring 2020 semester.

Recommendations for Future Research

Despite the fact that many U.S. states are proactively searching for the best ways to address insufficient academic preparation of incoming community college students, there are still no definitive answers on how to completely resolve this issue, and whether or not it is fully resolvable. Root cause analysis of the problem of the continuous need for academic remediation remains a challenge. As this case study illustrated, current analysis appears to employ predictable, highly organized, and linear solutions to a problem which appears to continually change. This study highlighted the importance of changes which are either taking place or are scheduled to take place in the near future. As there was an additional year added to the pilot period of RISE in North Carolina, this could be the time to focus on its implementation and whether best practices are beneficial in their practical application. As it became apparent from the study, a one-size-fits-all approach in the realm of developmental education is not a viable

resolve as not only do institutions differ, but students within those institutions differ from each other as well.

As this manuscript was being edited for the final defense stage of doctoral dissertation process, a new study was released by Complete College America (2020) highlighting nearly the same findings and, serendipitously, using stereotype threat theory authored by Steele. Like this case study, it illuminated the need for belonging in a community college classroom: “students from low-income backgrounds who may have had racialized experiences in education in the past and/or who may not feel comfortable or question their sense of belonging in institutions of higher education” (p. 8–9). There were many similar findings with regard to the RISE initiative; however, there were some differences as well; both are telling for further research in the field of remedial and corequisite education. Table 2 provides a list of observed correlations between the two studies.

Table 2

Correlation of Themes and Recommendations

<p>Theme in the <i>Case Study of the RISE Teaching Faculty’s Understanding of Theoretical and Practical Applications of Maslow’s Theory of Human Motivation in a Corequisite Developmental Classroom (2020)</i></p>	<p>Recommendations from <i>Complete College America (CCA) North Carolina RISE Policy Review and Recommendations for Developmental Education Reform and Statewide Corequisite Support (September 2020)</i></p>
<p>Theme 1: Every student is unique</p>	<p>“CCA recommends the following philosophical foundations to drive developmental education reform in North Carolina:</p> <p>A growth mindset posits that students can be successful with the right institutional models of support. Traditional developmental education sequences follow a deficit mindset that students do not meet benchmark standards or focuses on the academic skills they are lacking. An effective institutional transformation requires the conversion of the deficit mindset toward providing a model of support to enable student success, particularly for those who, historically, have been disproportionately placed into a remedial process (p. 4–5)”.</p> <p>“CCA recommends that whichever model is chosen by North Carolina RISE institutions should factor courses and credits into academic maps and degree plans” (p. 5).</p> <p>“To avoid a situation of the tail wagging the dog, educational decisions should be made for the benefit of students that are evidence-based rather than change entire college structures to meet well-intentioned rules that penalize students and limit statewide developmental education reform” (p. 14).</p>

Table 2 (continued).

Theme 2: Teachers are the ones who know their students best	“CCA recommends using a just-in-time teaching for corequisite support to:
	<ul style="list-style-type: none">⇒ Fill in deficiencies in background knowledge⇒ Preview upcoming topics for the college-level course⇒ Support the college-level course instruction⇒ Answer student questions about the college-level course content
	<p>While college-level courses should maintain the same depth, rigor, and expectations as all other sections of that gateway English or mathematics course, corequisite courses allow for more flexibility in structure and pacing to address supports for students to succeed. Instruction should employ many different methodologies focused on active learning, which may include mini-lectures, group work, inquiry-based problems, and computer use. Class sessions should include Q&A time incorporating the college-level concepts as often as possible” (p. 6).</p>
	<p>“CCA recommends continued emphasis on broad stakeholder engagement with strong faculty involvement, and to expand the contribution of academic advisors, registrars, and student government associations. A 2019 MDRC Report on the changing landscape of developmental education practices cites the variety of factors on efforts to improve developmental education, with faculty input as the most common influence” (p. 6–7).</p>

Table 2 (continued).

Theme 3: Meeting Students’ Needs for Belongingness and Love Should be Addressed before Other Needs

“CCA recommends that North Carolina focus on the creation, not just of optimal models of corequisite support, but also of the ensuing academic and nonacademic paradigm shifts across the college. When done well, corequisite support can contribute to cultural shifts in the classroom and academic departments in areas such as collaborative work leading to academic peer support group formation, early alert systems and interventions, increases in student persistence based on explicit instruction in noncognitive academic habits, and the use of ongoing formative assessments embedded in courses. Similar cultural shifts can occur across the college in student services areas of colleges for how students are admitted, oriented, advised, and supported at colleges” (p. 6).

“CCA recommends that each institution conduct a comprehensive audit of student supports and their impact at their campus in relation to corequisite support. Although corequisite support often focuses on the content of the gateway course, the pedagogy of instruction, and the delivery model, it is important for institutions to understand how the corequisite model is integrated across the institution. This includes, but is not limited to, onboarding of students, orientation, advising, registration, financial aid, course scheduling and rooming, instructor credentials, instructor credit loads, tutoring, dual credit, and more”(p. 6).

“Corequisite support courses can help in both increasing academic skills and creating a positive academic mindset in students; particularly for students of color, first-generation students, and students from low-income backgrounds who may have had racialized experiences in education in the past and/or who may not feel comfortable or question their sense of belonging in institutions of higher education” (p. 8–9).

Conclusion

The purpose of this study was to determine whether corequisite developmental instructors perceive Maslow's hierarchy of needs as beneficial in their efforts to identify and address developmental and corequisite students' basic needs, as well as the theory's relevance to the community college setting in general. The researcher used Maslow's theory of human motivation as a lens to decipher the intricacies of RISE students' needs and motivations. The results were very promising with regard to building nurturing classrooms and an institutional environment in which to achieve better outcomes than in the past for the underprepared community college students.

This study focused on identifying perceived basic needs of students enrolled in corequisite classes from the standpoint of their instructors. The possibility of enrolling in credit-bearing classes seems to be an outstanding opportunity for these students, however, as this research showed it is vital that the implementation of the change must take into account not just students' basic needs, but the plausibility of the academic load that this reform entails for each and every underprepared student. It is of the utmost importance that institutions of higher education consider all facets of this problem and its impact on developmental students in order to increase their chances for individual academic success.

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APPENDICES

Appendix A: Informed Consent

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CHAIR. Dr. Michelle Bartlett | North Carolina State University, Educational Leadership, Policy, and Human Development (ELPHD) | mebarlett@ncsu.edu | 919-208-1700

PURPOSE OF STUDY. The purpose of this case study is to assess the Reinforced Instruction for Student Excellence (RISE) teaching faculty's understanding of theoretical and practical applications of Maslow's theory of human motivation in a corequisite developmental classroom. The research will guide community college professionals and leadership as they participate in further implementation of the RISE reform across the North Carolina Community College System.

RISKS. Minimal, if any, risk is involved in the participation of this study. All information provided by participants will be confidential, and to ensure individuals' privacy, all data collected will be stored in a locked file cabinet. All information stored electronically will be stored on a personal computer, which is password-protected. The researcher will be sensitive and careful in the reporting of the data. At no point will individuals' names and their information be shared with other individuals or in the write-up of the results. Participation in this study is voluntary, and you may decline to participate or terminate your involvement at any time if you choose.

BENEFITS. There will be no direct benefit for those participating in this study. However, it is my hope that the findings from this study can be used as a means to continue conversations of community college students' academic success.

CONFIDENTIALITY. Individual responses to this research study will be confidential. While I will collect demographic information from you, this information will be used to analyze trends; no identifying information will be reported in the findings of this research. Every effort will be made by the researcher to preserve your confidentiality. All data kept electronically will be stored on the researcher's password-protected computer with the researcher being the only one having access. Interview sessions will be conducted virtually via Zoom and Google Meet Hangouts. All sessions will be recorded. Participants will be provided access to the transcribed files for member checking.

CONTACT INFORMATION. If you have questions at any time about this study, experience adverse effects as the result of participating in this study, or wish to withdraw or rescind your participation in this study, you may contact the researcher via phone or e-mail. If you have questions regarding your rights as a research participant or if problems arise which you do not feel you can discuss with the researcher, you may contact the North Carolina State University Institutional Review Board at 919-515-8754 or irb-coordinator@ncsu.edu.

VOLUNTARY PARTICIPATION. Your participation in this study is voluntary. If you

decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT. I have read and I understand the provided information. I have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason, and without cost. I voluntarily agree to take part in this study.

Appendix B: Participant Recruitment Letter

Hello,

I am a doctoral candidate at North Carolina State University in the Adult and Community College Education program working with my committee chair, Dr. Michelle Bartlett, on my dissertation, “Case Study of the Reinforced Instruction for Student Excellence (RISE) Teaching Faculty’s Understanding of Theoretical and Practical Applications of Maslow’s Theory of Human Motivation in a Corequisite Developmental Classroom.”

For this research project, I am seeking to recruit a sample of 10–12 participants who have been in the past or are currently involved as teaching faculty in the implementation of the Reinforced Instruction for Student Excellence (RISE). This research study is a case study, a research method that will allow me to have in-depth conversations with participants in an effort to raise my awareness of their understanding of theoretical and practical applications of Maslow’s theory of human motivation and its applicability in a corequisite developmental classroom.

Through reviewing extensive literature and having conversations with field professionals, an episodic interviewing protocol was created to be utilized during my interviews with the participating teaching faculty. Interview questions for this study were sorted into three types: general knowledge, situational analysis, and more sensitive and challenging narratives and potential situations.

If you are interested in participating in this study, an e-mail will be sent to you with a Doodle poll to determine your availability and schedule an interview. The entire interview process will take approximately two hours to complete.

If you have questions, please feel free to e-mail me at eshilov@ncsu.edu.

Thank you!

Regards,

Elena Shilova Guy

Appendix C: Interview Questions

Research Questions	Research Questions Answered by the interview questions:
<p>Overarching Research Question: How does Maslow’s hierarchy of needs impact North Carolina community college corequisite instructors’ perceptions of students?</p>	ORQ
<p>Subquestion 1: Do North Carolina community college corequisite instructors perceive Maslow’s hierarchy of needs as linear or nonlinear?</p>	SQ1
<p>Subquestion 2: Do North Carolina community college corequisite instructors perceive Maslow’s hierarchy of needs differently when considering a student with physiological or safety needs?</p>	SQ2
<p>*Other - Information to learn more about the participant for the narrative.</p>	*Other
Interview Questions	
PART ONE	
<p>1. Could you tell me a bit about yourself? How long have you been teaching at a community college? Did you always see yourself teaching developmental or remedial education?</p>	Other
<p>2. What are your thoughts about new trajectories that developmental (remedial) education has been taking in the last few years in North Carolina?</p>	Other
<p>3. Have these changes been beneficial, in your opinion—to the institutions, to students, to faculty, to communities in general?</p>	Other
<p>4. How did this new structure affect you or your workplace?</p>	Other
<p>5. Could you describe your regular workday? Do you have flexibility in your schedule for lesson planning and collaboration with other coworkers?</p>	Other
<p>6. Are there any scheduling issues that are impeding your professional progress and work?</p>	Other
<p>7. Do you feel supported in your work as a corequisite instructor? Are all your professional needs being met? Do you feel that your institution is aware of the needs of your corequisite students? Is there something that should still be achieved/done in order to meet their academic and personal needs? If so, what would be your</p>	Other

recommendations? Is what you foresee as needed as viewed as such by your institution? Legislation?	
8. Who, in your opinion, understands developmental or corequisite students fully? Why do think that is?	Other
9. Are there any special assignments, routines, or rules that you feel are of a great importance to either developmental or corequisite students?	Other
10. What are some of your “Must Haves” in your corequisite classroom—supply needs, attitude demands, knowledge requirements, behavior requests?	Other
11. What are some of your nonnegotiables (in a classroom)?	Other
Interview Questions:	
PART TWO	
1. Are you familiar with Abraham Maslow’s work? What are your thoughts on his hierarchy of needs?	SQ1 SQ2 *Other
2. Maslow often stated in his work that there is certain prepotency to basic needs. What are your thoughts on this topic?	SQ1 SQ2 *Other
3. From the standpoint of Maslow’s hierarchy of needs, what are some of the benefits of the corequisite model (as opposed to the developmental/remedial sequences)? Do you feel that corequisite model is beneficial to your current students? Why would think so?	SQ1 *Other
4. One of your students comes across as malnourished and appears agitated. What, if anything, should you do as his/her teacher?	SQ2 *Other
5. One of your corequisite students is often late to class. He/she is never defiant, however, is often irritated and anxious. Where would you place this particular student within Maslow’s hierarchy?	SQ2 *Other
6. A student in your corequisite classroom seems to be unable to concentrate in class, is often tired, anxious, and frustrated. How would you address this particular student’s needs? What additional information would you need to address this situation? Where do you think this student places within Maslow’s hierarchy of needs?	SQ1 SQ2 *Other

<p>7. One of your corequisite students does not want to make acquaintances within the group that you assigned him/her to be a part of. He/she does not contribute to the class. He/she comes to class with snacks; however, he/she does not eat them and just gives them away to other students. What are your thoughts? You wish that this student participated in class, so how would you approach this situation?</p>	<p>SQ1</p> <p>*Other</p>
<p>8. One of your students always tells you that he/she does not test well—"never did and never will" as he/she puts it. Is there a way to make this student test well in your class? You know that he/she is doing well in your class and is always trying very hard. Why, then, do these high-stake tests result in failure?</p>	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
<p>9. An instructor taught developmental class semester prior. She is now assigned to teach a developmental portion of the corequisite class. One of her students from last semester does not seem to participate as well as he/she did last semester. Last semester, this student was very willing to ask questions and participate in her class, however, now there seems to be a different attitude toward her developmental class. What are your thoughts? Are there additional questions that you would need to ask in order to determine the cause for such shift in one's attitude?</p>	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
<p>10. You were made aware that one of your students is homeless, however, it is difficult to believe this as he/she always seems upbeat and brings snacks to class for everyone. What are your thoughts?</p>	<p>SQ2</p> <p>*Other</p>
<p>11. One of your students always asks for snacks whenever he/she enters your classroom. You suspect that he/she is very limited on nutrition, however, when you approach him/her, you are met with a very strong denial. What are your thoughts?</p>	<p>SQ2</p> <p>*Other</p>
<p>12. You had a box of crackers on your shelf. Someone opened it and took one of the sealed bags inside. You know that only one student had access to the shelf. How would you proceed?</p>	<p>SQ2</p> <p>*Other</p>
<p>13. You are one of the corequisite instructors. You teach both developmental and corequisite portions of the class. You are approached by a pair of instructors who are teaching the same class; however, one is teaching just developmental portion and another one teaching credit-bearing part of the corequisite class. They share with you that their student evaluations were very harsh and disappointing. They would like your input as students always speak so highly of you and your instructional practices. What would you recommend?</p>	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>

<p>Interview Questions:</p> <p>PART THREE</p>	
<p>1. Your students often praise you as a teacher, however, they do not seem to praise some other instructors. What could contribute to the difference as your lesson plans are identical?</p>	<p>SQ1</p> <p>*Other</p>
<p>2. Many of your remedial (in a corequisite setting) students prefer classroom instruction to online modular units for the same concepts. Your nonremedial students do not seem to object modular units as intensely. What could be a contributing factor to this discrepancy?</p>	<p>SQ2</p> <p>*Other</p>
<p>3. A colleague approaches you for advice. One of her remedial corequisite students seems very frustrated with the assignments, however, despite all the troubles, he/she refuses help offered by the instructor and the classmates. Your colleague is concerned about this student's academic progress; however, she seems at a loss. What would you recommend?</p>	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
<p>4. You seemed to have difficult time at the start of the semester. Students in your corequisite classroom seemed anxious. You mentioned in passing that your birthday was coming up, since you were going to be teaching that day. Your students surprise you with a potluck party and balloons. How would you react? In what ways is this potluck important to these students?</p>	<p>ORQ</p> <p>*Other</p>
<p>5. Some of your remedial corequisite students dress up for your evening class. You are aware of the fact that they work in industries where they are not required to dress up for work. Why do they insist on looking "sharp"?</p>	<p>SQ1</p> <p>*Other</p>
<p>6. You try to bring snacks and water to your evening corequisite class and share them with your students. You notice that students who seem hungry never get up to get snacks or water. Were you wrong in your observations?</p>	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
<p>7. One day you have a very nice outfit on, and many compliment you on it. You got it at a Goodwill (thrift store) the other day. Would you share this fact with your students? <i>If you do:</i> Some of your students seem shocked. You think that maybe they do not know what a thrift store it. That does not seem to be it. What is going on?</p>	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
<p>8. As you are planning lessons with your colleagues, you realize that it seems as though many of your students seem more at ease and understand the material better when you make mistakes in class. Why?</p>	<p>SQ1</p> <p>*Other</p>

9. If you make a mistake in class and students point it out, how would you react?	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
10. As you are talking to your students, they share that they used to have a teacher who always hid her purse as she taught her developmental classes. Then, one day, a parole officer came in to check on one of her students, she started leaving everything in her locked car. Students seem to be finding great humor in this situation. Why?	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
11. Are there any stereotypes that you are aware of with regard to community college remedial education?	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
12. Could you share a student success story by following Maslow's hierarchy of needs? Is it a success from teacher, student, and societal perspectives?	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
13. Could you share, as perceived by you, a student failure story by tracking it through Maslow's hierarchy of needs? How could/should this student be/have been helped better?	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>
14. Is there anything of importance that I might have missed in my interview that you would like to share?	<p>SQ1</p> <p>SQ2</p> <p>*Other</p>