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Perceptions of African American Male Students Enrolled in Developmental Education Programs in the Community College

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programs in the community college

By

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This study sought to understand the perceptions of African American male students who are enrolled in developmental education programs. The researcher gathered information by interviewing students at 2 Mississippi community colleges and by reviewing information collected from the student's demographic profile. This qualitative research allowed the researcher to learn directly from students, factors that contribute to African American male students developing a negative perception of developmental education programs. Participants were 20 African American male students enrolled in developmental education program in 2 Mississippi community colleges. Data collection occurred during the spring and fall 2016 semester.

Each participant was asked 12 questions to determine his perspectives of developmental education programs and factors contributing to the student's academic success. Moreover, the study provided solutions that can help dispel the negative perceptions of African American male students and suggested strategies for academic achievement. The factors included the following: support of community college leaders, supportive instructors, and peer support group.

Data suggested that to support the academic success of African American male students, an understanding of their culture can benefit their advancement in the community college. The participants believe that if instructors would not give into the negative stereotypes and increase their willingness to go the extra mile to insure that African American male students become successful, the negative perception of developmental education program will change. Participants conveyed the need to feel cared for, understood, and supported by instructors and community college leaders. The findings from this study can assist community college leaders and instructors to develop educational interventions that will support African American male students. This research study is an attempt to provide information that will improve academic success of African American males enrolled in developmental educational programs in the community colleges.

DEDICATION

This dissertation is dedicated to my mother Katie B. Wells, who passed away February 21, 2006 and my father, Eddie Lee Wells, Jr., who passed away January 14, 2016. Although they did not physically complete the journey with me, I know from above they are proud of this milestone in my life.

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CHAPTER I

INTRODUCTION

As graduating high school students prepare to enter college, many of them will
enter with deficiencies in reading, writing, and math which may prevent them from
enrolling in college-level courses. Often, these students will have to enroll in a
developmental program where they will be required to take developmental or remedial
courses that will allow them to prepare for college-level courses and ultimately become
successful in their postsecondary educational endeavors.

Since the 1990s, around 30% of all students entering college have been part of
some developmental education program (Harvey & Anderson, 2005). This factor
explains the widespread criticism and concerns regarding the secondary educational
system in America today. However, the national decline in the number and quality of
high school graduates has led many university administrators to examine the factors that
contribute to this decline and seek a solution to this problem (Malnarich, 2008).   A part
of this solution is to understand the students' socioeconomic status, their K-12 education
experiences, and their families' educational backgrounds. This factor will help
administrators design and implement a developmental educational program that will meet
the needs of the students (Adelman, 2004).

The developmental education program has been identified by a variety of terms:
academic preparatory program, remedial education, compensatory education, learning

assistance, and access program (Higbee, Arendale, & Lundell, 2005). The term developmental education has also been defined as a wide range of courses and services that are organized and delivered in an effort to help retain students and ensure the successful completion of their postsecondary education goals (Boylan & Bonham, 2014).

The term developmental implies that students will undergo remediation for skills and deficiencies so that they might eventually enter a program for which they were previously not prepared or deemed ineligible by school mandates (Higbee, 2012). Additionally, the term developmental is used to suggest that a development of skills and attitudes will occur and that this development is not necessarily undertaken to increase a student's eligibility for college level courses, but to prepare the students for success in other educational avenues (Perin, 2004).

A report compiled by the National Center for Education Statistics (NCES) showed that nearly all community colleges and many universities do offer developmental education courses for the purpose of preparing students who are unprepared to pursue a higher education program of study (Gerlaugh, Thompson, Boylan, & Davis, 2007). Placement and subject deficiency for these students generally depend on results from their diagnostic assessments. Moreover, the same diagnostic assessments are necessary for students to exit the program. Furthermore, to exit the developmental program, students must show improvement by scoring higher on the exit exam than they did on the entrance exam (Perin, 2004). Regardless of where students begin academically, the primary intention of developmental education is to prepare students for successfully completing college-level coursework. Sometimes administrators ignore the fact that many students enrolled in community college will enroll in a developmental education

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program (Gerlaugh et al., 2007). However, a large number of these students do not complete their developmental studies. This means that the more positive outcome of students who complete needed developmental work may be masked by the negative outcomes of students who fail to do so (Lundell, Highbee, Duranczyk, & Goff, 2007). The dire reality of development education is that only 43% of the students who require remediation eventually matriculate into college-level courses (McCabe, 2000). Of that group, 65% to 88% of the students continue and successfully complete their first year of college-level coursework (Boylan, 2002).

Adelman (1999) asserts that, nationally, 47% of entering college students actually required remediation in order to graduate, while only 24% of the students who need three or more developmental courses actually complete their programs of study. Attainment of pre-requisite knowledge and skills remains a stumbling block for low-achieving students who plan to attend college, but students who do complete all developmental coursework generally achieve success rates similar to college-ready students (Boylan, 1999). Another dire reality is that less than 47% of the students who begin developmental education actually make it to a college-level course. However, the Mississippi Institutions of Higher Learning (2009) reported that 12 to 35% of those who do make it to college-level coursework fail to pass. Additionally, the Mississippi Institutions of Higher Learning (2009) reported that 49.9% of the students who are enrolled in developmental education programs are African American, and of that group, 29.9% are African American males. This analysis can be essential in evaluating the academic success of African American male students. McMillian (2003) stated that a common misconception about African American male students is they are uneducated and have low expectations

for their future. African American males' living conditions and social issues are likely to become barriers for educational attainment (Owens, Lacy, Rawls, & Holbert-Quince, 2010). The negative implications of the socioeconomic barriers minority males face affects their attitudes and, therefore, diminishes aspirations for continuing higher education beyond high school (Schlesinger, 2005).

An examination conducted by Riley (2000) determines that community college students who were recommended for remedial courses, but did not enroll in them, had lower grade point averages (GPAs) and lower subsequent retention rates than the students who completed remediation. Moreover, a large number of African American male students willingly took and benefited from developmental writing classes, even when mandatory placement testing did not require them to do so. This trend suggests that colleges should continue administering placement tests and offering precollege-level skills developmental courses (Brothen & Wamback, 2004).

Boylan, Bonham, and Tafari (2005) stated that many students fail to benefit from academic support services and courses, such as those offered through developmental education, because the students either refuse or resist changing their academic behavior. Many African American male students do not understand the value of an education because many of them seldom, if ever, witness someone from their families attending college. To inspire change in these students and cultivate success, the following claims must be undertaken and understood: (1) students must believe they can change; (2) they must want to change; (3) they must know what to change, and (4) they must know how to change (Roueche & Roueche, 2004). Additionally, these students need and require

support services like developmental education courses to insure the students' academic success.

Being underprepared is one of the major factors that prevent many African American students from completing college or even enrolling in a community college. Greene, Marti, and McClenny (2008) stated that African Americans attending community colleges are almost twice as likely as their white counterparts to enroll in at least one developmental course where they and other developmental students were 39% less likely than their white, prepared counterparts to persist and ultimately earn a degree or certificate.

Studying the perceptions of underprepared African American males who are enrolled in developmental education courses may better inform college administrators and other pertinent officials about how to meet the needs of this particular group of students. If the African American males' perceptions are better understood, college personnel may be able to design a more comprehensive program that will better assist underprepared college students, because knowing and understanding these perceptions are key elements in improving the programs that are designed to assist these underprepared students (Battle, 2002).

Statement of Problem

The literature suggests that the relatively low level of success of African American male students in developmental education in community colleges may be attributed in part to their general perception of developmental education. The problem of this study is to provide a meaningful description in concrete terms of the perceptions that African American males have of developmental education in the community college.

Although developmental education programs are designed to help students, there are some students who have developed negative or distrustful perceptions of the programs. Students feel that they are stigmatized because they have to enroll in what is perceived as a modified curriculum that is designed for students who meet minimal college requirements. These students feel that they are enrolled in classes for underachieving students.   By identifying factors that cause African American male students to develop these negative perceptions of developmental education programs, students can be exposed to positive aspects of developmental programs which can foster academic success.

The Purpose of the Study

The purpose of this study is to investigate African American males' perceptions of developmental educational programs on community college campuses. Through the use of an interview protocol, 20 African American male students enrolled in developmental education were interviewed from two community colleges. Understanding the perception of underprepared students add significance to the design of developmental education programs. This study gives an overview of developmental education programs and examines the perception of developmental education programs as described by the students.

Research Questions

The following research questions were used to explore students' perceptions of development programs for the enhancement of successful programs.

1. How do African American males perceive developmental education programs in the community college?
2. Which details of developmental education programs are negatively perceived by African American males?
3. What strategies can be implemented to change the African American males' perceptions of developmental education programs?

Significance of the Study

This study has both practical and theoretical significance because it provides insight for better understanding developmental education programs and the perceptions of African American males who are enrolled in such programs. McCabe's (2003) study found that of all students who enter ninth grade, only 84% actually graduate from high school. Fifty-nine percent of those who entered ninth grade eventually enroll in college. Unfortunately, only 42% of today's students who leave high school actually enter higher education with the necessary skills to begin college-level work (McCabe, 2000).

A more comprehensive understanding of how African American males perceive developmental education programs can help community college administrators provide academic and behavioral interventions to change the students' negative perceptions of the programs. Warde (2008) examined concepts such as empowerment and control to understand influences supporting African American males' success in higher education. Higbee et al. (2005) recommend further research in the students' perception of

development courses before definitive judgments can be made about the effectiveness of education development.

Overview of Method

Qualitative research was utilized to gain an in-depth understanding of the African American males' perceptions of development educational programs. This study explored efforts and methods taken to close the widening gap of literacy in the African American community, specifically African American males. The researcher selected two Mississippi community colleges. The researcher used random assignment to select 10 participants at each college to be interviewed. A pilot study was also done at another community college in Mississippi.

Instruments

The data were collected by interviewing African American male students who are enrolled in each college's developmental educational program. The instrument used was created by Dr. Helen L. Hamilton, a former student at Jackson State University, and tailored to this researcher's needs. It is through her research, education and professional experience that she was able to establish her own company and help develop successful businesses. Dr. Hamilton is the executive director of Consultant Centro' of MS LLC. Using a random selection process, a total of 20 students were selected for this study, 10 from each of the college were selected to insure accuracy and to prevent repetition. Each participant was asked to participate in an audio recorded interview. The questionnaires and the audio recorded interview pertained to the students' perceptions of developmental education programs.

Delimitation of the Study

This study was delimited to African American male students enrolled in developmental educational program at two community colleges. The students were enrolled in face to face developmental education courses.

Procedures

A qualitative research design was used to gather information from African American males on their perspective of developmental educational programs on community college campuses. In this qualitative research, face to face interviews were used as data collection methods. A clinical therapist was consulted to evaluate the interview questions to insure that the questions were in line with the open-end question method thereby obtaining validity for the study. Consent forms were obtained prior to conducting interviews. The researcher performed a pilot study to test the research questions. The analysis of the data in the research study included transcribing the audio taped interviews to find common themes and patterns throughout all the interview responses.

Limitations of the Study

Educational research limitations and delimitations define restrictions that could hinder conclusions drawn from a study (Mitchell, Wirt, & Marshall, 1986). Since this research involved a select group of African American male students enrolled at two colleges, no generalizations can be made to all African American male students at Hinds Community College or Southwest Mississippi Community College.

Participation in this study was voluntary. The interview protocol may not address all aspects of students' perceptions of the developmental educational program. The degree to which insights gained in one context may be transferred to another context is limited by the extent to which the conditions are similar.

Definition of Terms

The following terms guided the study.

1. *Academic Achievement* is the extent to which a student, teacher or institution has achieved their educational goals (McCabe, 2002).

2. *African American* is an ethnic group of citizens or residents of the United States with total or partial ancestry from any of the native populations of Sub-Saharan Africa (U.S. Census Bureau, 2005).

3. *Community College* is a post-secondary institution that provides developmental education, associate degrees and vocational certifications. The community college fosters lifelong learning, workforce education/training and community development (Vaughan, 2000).

4. *Curriculum* has numerous definitions, which can be slightly confusing. In its broadest sense a curriculum may refer to all courses offered at a school. This is particularly true of schools at the university level, where the diversity of a curriculum might be an attractive point to a potential student (Boylan, 2002).

5. *Developmental education* is an approach to education in the field of higher learning which focuses on helping students to reach their full potential. While developmental education often focuses on learners who are struggling, it is applicable to students at all levels of ability (Boylan, Bonham 2007).

6. *Meritocracy* is the philosophy or belief that through hard work and dedication anything can be achieved.

7. *Perception* is a thought, belief, or opinion, often held by many people and based on appearances. Through this process people translate sensory impressions into a

coherent and unified view of the world surrounding them. Though necessarily based on incomplete and unreliable information perception is equated with reality.

8. *Postsecondary education* also called higher education is an optional level of studying beyond what is required by law. In America, school is compulsory through age 16 or until a certificate of completion is granted. Undergraduate, graduate and professional college programs are all types of post-secondary education (McCabe, 2002).

9. *Preparatory Courses* are a means by which college bound high school students may better meet the more stringent scholastic requirements for entry into colleges and universities.

10. *Professional development* is the skills and knowledge an employee gains to optimize his or her personal development and job growth. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions. Professional development is an extensive and collaborative process; upon completion, an evaluation of progress is usually performed (Boylan, & Bonham 2014).

11. *Remedial education* is education which is designed to bring students who are lagging behind up to the level of achievement realized by their peers. Most commonly, remedial education comes up in the context of postsecondary education which is designed to provide college students and adults with basic skills which they did not learn in high school (Boylan & Bonham, 2014).

Organization

Five chapters outline this study. Chapter I includes the introduction to the study, problem statement, purpose of the study, research questions, significance of the study, overview of methodology, delimitation of the study, limitations of the study, definition of terms and the organization of the chapter. Chapter II includes the introduction, conceptual framework, and the African American males' perceptions of community college developmental educational programs and the variables that cause African American male

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students to develop their perceptions. Chapter III discusses the methodology to be used in the study. This includes research design, participants, data collection, the role of the researcher, observations, interviews, documents, narratives, and ultimately the expected outcomes of the study. Chapter IV presents the results, and Chapter V includes the conclusion of the study, the summary, and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study is to collect, analyze, and report African American male students' perceptions of developmental education programs. This dissertation seeks to reflect an added value to the design of developmental education programs that may help to change the students' negative perceptions and ultimately render academic success. This chapter presents a review of the literature that establishes an appropriate context for achieving the purpose of this study.

Organization of Chapter

This chapter is divided into seven sections: Section one includes the historical overview of developmental education, section two includes the role of the community college, section three includes the impact of developmental education programs, section four includes the characteristics of a student enrolled in developmental education programs, section five includes African American males' perceptions of developmental programs, section six include conceptual framework and section seven includes the summary.

Historical Overview

As higher education began to expand, it was discovered that some colleges and universities enrolled students who were not academically ready for college level work

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(Marcus, J. 2005). Many of these students would enter college unprepared. No college or university was exempt from receiving students who were underprepared for college level work. More than half of the students enrolled at Ivy League universities in 1913 had failed the college entrance examination and were placed in preparatory courses (Maxwell as cited in Boylan & Bonham, 2008).

Developmental educational programs can be traced as far back as the Colonial era. Boylan (2014) revealed that the prestigious Harvard College, which was founded in 1636, used developmental education programs to help its students improve their knowledge of Greek and Latin languages. Harvard even provided tutors for the less-prepared students. Cohen (as cited in Boylan, 2014) stated that supporting academically unprepared students preparing themselves for college has been a feature of American education since Harvard opened its doors in 1636. The University of North Carolina also observed a large number of underprepared students when it opened its doors. Snider (as cited in Boylan, 2014) stated that when the University of North Carolina was founded in 1795, vast numbers of its students, it was discovered, had come unprepared.

Since its beginning in the 19th Century developmental education has undergone various transformations. Colleges and universities provide additional support services to help students improve their learning. Some of these services include supplemental instruction courses, courses on learning how to learn and required programs for the underprepared student. These supplemental instruction courses are designed to supplement or add on to the knowledge the student currently possess (Boylan & Bonham, 2007). Additionally, colleges and universities provide support services ranging from assessment and advisement to individual and group tutoring, topical workshops,

individualized instruction, and learning laboratories (Byrd & McDonald, 2005).

Although colleges and universities are doing their part to ensure that students who are

enrolled in developmental education programs are successful, K-12 has to be equally

committed to each student's academic success. Lundell, et al. (2007) stated that better

preparation in high school leads to better performance in college. By examining the

content and the rigor of the K-12 curriculum and monitoring student achievement those

working with K-12 institutions can help ensure that students are more likely to do well

upon entering college.

To ensure that students can be successful at the K-12 level, extreme education

measures were put in place. On January 8, 2002, President George Bush signed the No

Child Left Behind Act of 2001 which was a reauthorization of the Elementary and

Secondary Education Act. The goal of the revised act was that all American students

would reach math and reading proficiency by 2014. The purpose of the No Child Left

Behind Act of 2001 was to ensure that all children have a fair, equal, and significant

opportunity to obtain a high-quality education and reach, at a minimum, proficiency on

challenging state academic achievement standards and state academic assessments

(National Center for Education Statistics [NCES], 2008). The elements of the Act

include, but are not limited to: the creation of strong standards and accountability for

results, provision for state and local flexibility, reduction of red tape, focused resources

on research-based approaches, and the expansion of choice for parents, which are key

components to ensure that students master academic success.

The Role of the Community College

Community colleges have traditionally served as agents of change in academically strengthening students. Vaughn (2000) stated that the role of community colleges is to provide open access to all segments of society with equal and fair treatment to all students, offering a comprehensive education, serving the local community, teaching, and providing opportunities for lifelong learning. Developmental education programs, which are unique to technical school, industry, community colleges, senior colleges and other educational and training enterprises, share a common purpose: to provide the necessary educational components that a student may have not mastered at the K-12 level which will aide in students meeting the academic requirements needed to master college level courses (Boylan, 2002). The community college has its self-created mission, vision, and goals developed to meet the specific needs of the communities (McCabe, 2000).

The community college mission is the fountain from which all of it activities flow. Most community colleges' missions are to provide access to educational programs and services that lead to stronger, more vital communities (Vaughan, 2000). Additionally, the community colleges provide, through courses or other acceptable educational measures, the general education necessary to individuals and groups which will tend to make them capable of living satisfactory lives consistent with the ideals of a democratic society (Miss.Code R. {2010}). Therefore, the community college is designed to meet the needs of the communities by satisfying and offering a wide range of career, technical and educational opportunities.

Robinson, McKenna, and Wedman (2004) contend that too many students are not learning to be successful readers and writers. Therefore, more students are transitioning through high school as struggling readers, which in essence creates a larger burden that affects overall academic learning and causes issues when the unprepared students enroll in college.

Community colleges offer programs in preparation for careers and opportunities to meet the growing needs of diverse communities. Community colleges also assist in developing life-long learners, maintaining excellence in academics, and in the development of community interests (Grubb & Cox, 2005). Community colleges work with local school districts to address student needs prior to graduation. It is mutually beneficial when high schools and colleges cooperate to clarify what college readiness means in term of academic expectations and requirements (Rosenbaum, 1998).

The role of developmental education programs, specifically on community college campuses, is to continue the fulfillment of No Child Left Behind (NCES, 2008). Regardless how complex the task to educate underprepared students is, it is the responsibility of community and senior colleges and universities to insure that every student enrolled in the institutions is educated. All higher education entities are governed by the No Child Left Behind clause, but community colleges offer additional assistance to insure that students are academically prepared for college-level work on a higher level (NCES, 2001). In an effort to bridge the gaps that frequently follow elementary and secondary education, community and senior colleges, as well as universities, continue to search for ways to prevent further widening of the gap through developmental education classes (Heck, 2000).

Impact of Developmental Education

Before the signing of the No Child Left Behind Act of 2001, there was very little emphasis placed on literacy in the African American community (NCES, 2008). The nature of the literacy skills and level of knowledge shown on standardized tests indicates the variety of policy, practice, and research approaches now in existence. Because some African American male students have various academic deficiencies, they are forced to make additional educational commitments (Basemen, 1989). These commitments often require the underprepared students to enroll in developmental educational programs.

Approximately one-third of freshman level students enroll in developmental courses to bring their academic skills up to a level that will allow them to perform adequately in college (Bettinger & Long, 2005). Even so, debate continues about whether to limit the number of developmental courses a student can take, how much the developmental courses should cost (and thus divert funds from the core academic program), and whether participants should receive academic credit which counts toward graduation requirements (Kolajo, 2004). Hoyt's (1999) study showed that taking developmental courses is associated with student retention. Bettinger and Long (2005) further asserted that students who take developmental courses are more likely to transfer to a higher level college and will complete a bachelor's degree.

Characteristics of Developmental Education Students

The underprepared students who enter college with deficiencies in reading, writing, and math are not restricted by race or socioeconomic status. Anderson (1988) stated that students who begin college ready to learn, with the avoidance of developmental programs, are more likely to have continuing experiences for concluding

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opportunities to further their higher education experience and continuing on to successful careers. Marcus (2005) stated that under-prepared students will need a bridge between high school and a 4-year college curriculum; this bridge is frequently found at a 2-year institution. Developmental programs will be that bridge that will help underprepared students to be successful. Without the implementation of developmental programs, however, students who start college unprepared may begin a disappointing journey of college failure (Greene & Foster, 2003).   Ogbu (2003) believes that students who live in poverty begin their education with a delay in development when compared to more socially affluent students because abilities such as literacy skills are compromised by poverty, especially when there is little to no collaboration on the part of institutions of higher learning and college students to help close the achievement gap. Bettinger and Long (2009) believe that the lack of academic preparation is one of the greatest challenges for students from a low socio-economic background. Students who enter college with poor skills and low socioeconomic status are seldom able to bridge the achievement gap and catch up with their more affluent peers (Russell, 2008).

Developmental education programs use different techniques to determine a student's needs for service, which is essential in bridging the educational gap. Students may be ranked according to three achievement levels: basic, proficient, and advanced. In 2003, only 10% of African American scored at or above the proficiency level (Gerald & Hussar, 2002). Overall, 40% of African Americans, compared to 32% of Hispanics, 10% of whites, 32% of American Indians, and 10% of Asians, scored below the basic level (NCES, 2006). If every educational strategy is successfully implemented at the K-12 level, and remediation is applied when struggling students are identified, the number of

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students enrolling in developmental programs would be significantly lower, and there would be little need for developmental education programs. On the other hand, many African American male students are not educated in highly-rated elementary and secondary schools like a lot of their counterparts who live in a financially stable environment. Therefore, as indicated by the results of the Nation's Report Card, many of these African American male students have not acquired, through no fault of their own, the required skills to contend at the college level (NCES, 2002).

African American Male Perceptions about Developmental Programs

Entering community colleges with deficiencies in math, reading, and English is not uncommon for many African American male students. McCarter (2009) stated that it is difficult for some underprepared African American males to believe they can change their future out of poverty or successfully complete postsecondary education without racial disparity. Because these students are underprepared, they are placed in developmental programs which are designed to help students improve their academic deficiencies and support their academic and personal growth.   As a result, students are often self-conscious or even embarrassed by having to enroll in developmental education courses (Rouche & Rouche, 2001).

Hamilton (2001) states that with the fragile egos of young college age students, many students will take the option of enrolling in a trade course that does not require developmental courses. As a result of their dissenting perceptions, these students are not academically successful, so they eventually drop out. African-American male students' perceptions regarding developmental programs in the community college are initially laced with negativity stemming from their lack of confidence in their level of academic

achievement (Ferrer & Garlington, 2007). Carter (2003) states that one factor that has been consistently associated with the achievement gap is school disengagement by the African American male. This process occurs when students withdraw from involvement in any academic activity. Lack of preparation, such as inadequate secondary school experiences or unfamiliarity with the college process, may attribute to African American male students developing a negative perception of developmental programs (Engstrom, 2008).

Some African American males develop their perception about developmental education programs based on their academic ability and on society's implications (Booker, 2007). Irving and Hudley (2008) stated that African American males are stereotyped as being lazy, incompetent and aggressive. Because of this stereotype, students perceived that teachers did not care and were not responsive to the needs of African American male students (The University System of Georgia, 2002). According to Jones (2007), developmental education programs at community colleges are dumping grounds for students with academic skill deficiencies. In order for students to dispel the negative perception of developmental education programs, they must take advantage of the interventions that are imbedded within the program. Teacher preparedness, parental involvement, teacher expectations, student-teacher relationships, school climate, size, and school culture have been positively linked to academic achievement among African American male students (Wiggan, 2007). Hassel and Lourey (2005) stated that African American male students have a responsibility to dedicate themselves to self-engagement in the academic environment to improve their own learning experience.

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If African American males' perceptions of developmental education programs are better understood, college personnel may be able to design a more comprehensive program that will better assist underprepared college students. Reid and Radhakrishnan (2003) believe that faculty and institutional members in teaching-learning positions at the community college should integrate student development theories which can help student engagement for African American male students. Developmental education theories about interventions can be one method that can help change the African American male's negative perception of developmental educational programs on community college campuses and help African American male students to obtain a college degree.

Conceptual Framework

Developmental theory as it relates to developmental education programs changes the perception of the student as being a victim. Developmental theory also promotes three components that are essential elements necessary for an effective developmental education program: demandingness, responsiveness and self-regulation. Demandingness is a process where instructors exert firmness toward students, requiring them to act in a mature and appropriate manner; responsiveness requires the instructor to be a good listener, demonstrate effective conflict resolution, and respect cultural and racial differences in the classroom; and self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviors that affect one's learning (Fleischman & Heppen, 2009). If students develop an understanding of the developmental theory and apply it content, they will become more self-regulated learners by acquiring specific strategies that increase a student's academic success (Irving & Hudley, 2008). Additionally, developmental theory fosters an environment conducive to

student success and empowers the students, the faculty members, and other relevant staff members to collaborate, thereby helping students change their perceptions of developmental education programs in an effort to inspire success (Nitecki, 2011).

Developmental theory is one of the foundational components that aids in a successful developmental education program. Developmental theory suggests that students are in a constant state of development and progress (Higbee, 2012). Developmental theory views each individual student as a distinct and whole person with the potential for ongoing development (Casazza, 2006). There are three motivating sentiments that enhance the developmental theory: development and learning as an ongoing process, the social and emotional growth of the learner critical as cognitive growth, and the unique talents of all learners and the instructors' responsibility to identify strengths and help students build upon them (Covington, 2007).

Developmental education programs encompass bringing vitality to areas where more typical strategies have fallen short in adaptive systems where the decision making rules of developmental education impact the performance of the students (Astin, 1999). The developmental theory will be used to encompass the research approach to explore the African American male students' perception of developmental education programs.

Developmental theory is the body of knowledge considered for the conceptual framework of this study. Reviewing the developmental theory in this study may provide a foundation for the concepts of developmental education programs. There has been discussion in the higher education field as it relates to the importance of instruction in developmental education (Engstrom, 2008). Smittle (2003) places importance on the level of responsiveness in the learning environment and notes that the centrality of feedback in

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the enhancement of student's learning is attributed to the student's perceptions of the instructor and the support of the institution. Developmental education instructors must be able to provide a climate in which opportunities for self-regulation and feedback are a part of the course (Slavin, 2002).

Motivation is an important aspect of developmental theory. Intrinsic and extrinsic motivation types are essential in the student's academic success. Covington (1984) stated that intrinsic motivation occurs when individuals engage in activity for their own personal satisfaction. Any student seeking to be successful in his or her college endeavor must have a personal investment in his or her achievement. According to the Norman Davies Group (2005), students who seek tangible rewards are influenced by extrinsic motivation. Faculty must possess high levels of self-motivation, and be able to motivate others, when working in developmental courses (Covington, 2007). Motivation also increases the level of trust between the instructor and student, which helps in the development of the students' social and emotional behavior, a positive factor in developmental education programs (Long, 2005).

McKinney (2010) studied the effectiveness of a developmental mathematics program through the perspective of developmental theory.   Kinney and Robertson's (2003) discussion of mixed research design attempted to ascertain how developmental theory could be a useful tool for the improvement of mathematics scores in introductory and intermediate algebra. In this analysis, the researcher concluded that developmental theory was a valid method of evaluating a developmental mathematics program. It is important to note that one of the weaknesses of the research was that faculty were not included. While the researcher discussed the elements of each course, the type of student

taking the course, and the institution offering the course, less attention was given to the instruction in the course. The absence of the faculty member in the developmental education program discussion is counter to theories promoted by other researchers in this area (Hunt, 2007).

Summary

The review of literature offers a perspective of the research in developmental education programs. This chapter presents literature from noted researchers in the field of developmental education. Developmental education is one of the most difficult challenges that students face in higher education although developmental education was established to help the underprepared student. Still, there are those who have dissenting perspectives of the program. Most African American males who are enrolled in developmental education programs have a somewhat negative perception of the effectiveness of the program. This negative perspective is due largely to the student's educational experience on the K-12 level and other social factors. When these students enter college, they often feel demoralized and, in turn, have a despairing attitude toward college. Community colleges are committed to providing an education to underprepared students, and this happens when students enrolled in developmental education programs recognize the benefits and change their perceptions.

CHAPTER III

METHOD

This chapter discusses the research method that was used in this study to explore the students' perceptions of developmental education programs. Understanding the perceptions of students enrolled in developmental education programs can help community colleges re-evaluate their developmental programs in an effort to help students perform at or above college level.

The research design used for this study was qualitative research design. An interview protocol was used to obtain information for the study. Information presented during this research was collected from the target population and sample. Information collected during this process was used to validate the research. Additionally, the information collected during this research helped to develop strategies beneficial to all stakeholders (administrators, faculty, staff and students) to change the students' perceptions of developmental education programs on community college campuses.

Overview of the Purpose

The purpose of this study was to investigate African American male students' perceptions of developmental education programs on community college campuses. The following research questions were developed to guide this research.

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1. How do African American males perceive developmental education programs in the community college?
2. Which details of developmental education programs are negatively perceived by African American males?
3. What strategies can be implemented to change the African American males' perceptions of developmental education programs?

Phenomenological Approach

McMillan (2008) states that the purpose of conducting a phenomenological study is to describe and interpret the experiences of the participants. In order for the researcher to get close to what others contend, it is important to understand the participants' particular situations (Patton, 2002). A phenomenological study investigates various reactions to or perceptions of a particular phenomenon. The goal is to gain some insight in to the world of the participants and to describe their perceptions and reaction (Creswell, 1994). This process may be accomplished by interviewing the participants (Yin, 2009). A detailed exploration of the particular settings has much to offer that can help readers to understand African American males' perceptions of developmental education.

Assumptions and Biases

Bogdan and Biklen (2006) assert that qualitative researchers have wrestled for several years with claims that it is too easy for the prejudice and attitude of the researcher to bias the data. The researcher is aware that all biases and presuppositions should be minimized and removed.

Site Selection

Two community colleges in Mississippi were utilized to obtain information for the study. The rationale for selecting these institutions was that each college has a developmental education program, but each one's demographics, academic composition and social make up were different. These factors can be beneficial in obtaining well-rounded perceptions of developmental education programs.

Sample Selection

The sample for this study was restricted to African American males enrolled in developmental education programs on the campuses of two community colleges in Mississippi. The participants were 20 African American males who were enrolled in face to face developmental courses. Ten were from one community college and 10 were from another college. The participants were enrolled in one or more developmental courses, (i.e., reading, math and English). The participants include students living off campus. The developmental courses that were offered at both community colleges included: English 100, English 101, English 102, Math 100, Math 101, Math 102, Reading 100, Reading 101 and Reading 102.

A letter was forwarded to the Dean of Academic Studies at each college requesting access to students' contact information. The Dean of Academic Studies was given descriptive characteristics of the students who were will be used in the study. A letter of invitation to participate and a consent form was sent through electronic-mail to the participants once they had verbally agreed to participate. Participants who accepted the invitation were asked to complete a Participant's Demographic Data Form (Appendix B), which were provided a schedule of dates for interviews. The students were asked to

choose an interview date and time from the schedule and to complete the contact

information section on the Participant's Demographic Form for follow up. The

participants were mailed a formal written letter of appreciation and confirmation of date,

time, and venue of the interview, a copy of the interview questions, and a pre-paid

stamped envelope. These documents were mailed by United States Postal Service to

participants prior to the interview. After five days, the participants received a follow-up

telephone call as a reminder of the interview date, time and location of the interview.

Participants were emailed a reminder at least two days prior to interview. Students were

asked to bring all completed forms with them to the interview. During the interview, the

researcher will use interview protocol form (Appendix C) to obtain information. The

participants were   asked to share their experiences as developmental education students.

Interviews

Interviews were used to gather descriptive data in the subjects' own words so that

the researcher could develop insight into how subjects interpret other aspects of life and

the world itself (Bogdan & Biklen, 2006). The researcher presented 12 open-ended

questions during the interview process. Open ended questions are designed to encourage

the participants to present a full, meaningful answer using their own knowledge and or

feelings (Creswell, 2009.) Patton (1982) states, "The truly open-ended question does not

presuppose which dimensions of feeling, analysis, or thought will be salient for the

interviewee" (p. 170). The interviewee is free to choose whatever words or thoughts he or

she to convey his or her perceptions to an open-ended question without being guided or

manipulated by the researcher. The researcher listens more than talks, but offers

supportive, encouraging nods, smiles, and verbal expressions (deMarrais, 2004).

Face-to-face interviews were scheduled at the convenience of the participants. The interviews were audio taped for later transcription. Prior to each interview, the researcher provided participants with an interview guide and a consent form for audio taping. The interviewing process was to be approximately forty-five minutes per student. Remember that you are asking people to both share their stories and their time usually without compensation (deMarrais & Tisdale, 2002). Asking someone to devote more than fifty minutes of their time can become problematic for several reasons (Creswell 2005). Pragmatically you are less like to get people to agree to be interviewed, if you plan a long session. Also you should consider who you are interviewing.

Interview Protocol

During the interview process, the investigator asked participants open-ended questions and recorded their responses (Creswell, 2005). It was the researcher's intent to conduct 20 one-on-one, confidential interviews with randomly selected participants who had voluntarily agreed to participate in this research study.

The Interview Protocol Form (Appendix C) gave instructions for the process, and specific questions, as well as space to record notes on participants' responses (Creswell, 2007). This form prompted the participant's responses relative to their perceptions of developmental programs. Field notes were taken as a part of the interview process. According to Creswell (2003), field notes refer to the observations recorded by the researcher during the interview process.

The researcher provided the participant with a Consent Form to Audio Tape which requested the participant's signature for the purpose of audio taping. Participants had the right to individual and institutional anonymity and could bypass any question or

audio taping. The researcher also emphasized to the participants that they may end the interview at any time, without reprisal. Listed below are the items that appeared on the interview protocol along with an explanation as to what each item was expected to obtain.

1. Share some things about yourself.
   This statement was presented to gather information about the student, which is helpful in establishing a positive rapport with the student.

2. Discuss the developmental courses you are taking.
   This statement was presented to find out what developmental education courses the student was enrolled in and how many.

3. Discuss your education background from elementary school to high school.
   The statement was presented to get an overview of the student's education, whether the student completed high school or completed a GED program.

4. Describe your academic performance since your enrollment on campus.
   This statement was presented to evaluate how well the student was doing academically.

5. Discuss the academic environment of this campus.
   This statement was presented to gather information about the academic setting, the faculty and staff teaching developmental education classes, developmental education classes and the classroom setting.

6. Discuss your attitude, thoughts and behavior as you sit in your developmental class. This statement was designed to get an understanding of the student's feeling about being in a developmental class. (This question applied to research question 1.)

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7. Discuss your knowledge of developmental education programs.

   This statement was designed to get a feel of the student's knowledge of developmental education programs.

8. Discuss how being enrolled in developmental educational adds to your academic success. This statement was designed to see if there was relationship between being enrolled in developmental course and student success. (This question applied to research question 3.)

9. Discuss the educational history of your immediate family.

   This statement was designed to gather information about the student's family members education. This statement also discusses how many of the student's family members' completed high school and college. (This question applies to research question 1.)

10. Share the role of your parents in your education from K-12 to present.

    This statement was designed to discuss the role of the parents as it relates to student academic achievement. (This question applied to research question 2.)

11. Discuss factors that may hinder you from achieving academic success.

    This statement was designed so that the student could discuss factors that may have prevented him from being successful. (This question applies to research questions 2 and 3.)

12. Discuss the advantage and disadvantage of being enrolled developmental courses.

    This statement was designed to evaluate the pro and cons of developmental course. (This applied to research questions 1, 2, and 3.)

These questions were designed to draw meaningful and justifiable information to support and validate the topic of this study.

Validity and Reliability

Fraenkel & Wallen (2009) stated that validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data collected. Creswell (2007) defines reliability to mean that individual response to an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and be consistent.

Qualitative validity is based on determining if the findings are accurate from the standpoint of the researcher, the participant or the readers (Creswell, 1998). Because the nature of the interview involves asking questions that require responses based in self-reflection, there is cause for taking measures to increase validity and reliability. For this reason, the interview protocol was designed using open-ended questions that safeguard against leading the subject. Each of the 12 desired probes was written using alternate verbiage three times each to increase the likelihood that the responses were valid and reliable. Responses were cross referenced to find any discrepancies.

Data Collection Procedures

Data were obtained from semi-structured interviews. After receiving IRB approval, the researcher contacted each community college for permission to conduct the research study. Based on the criteria for selecting participants, the director of each developmental education program randomly selected the students who were eligible to participate in this study. Upon receiving the students' consent forms, 10 African American male students were selected from each community college. The participants were enrolled in one or more developmental education courses. After the participants

were identified, contact information, such as the mail and e-mail addresses and telephone numbers, were obtained. Telephone and personal interviews were to recruit participants. The interview focused on the participants' perceptions of the institutions' developmental education courses. The researcher arranged interview dates, informed students about the meeting place, and set appointment times for interviews. The appointments were set to accommodate the students during non-class activity. The director of each developmental education program identified a meeting location on campus that would not cause distraction during the interview process.

Following final arrangements, interviews commenced. Interviews lasted approximately 45 minutes, the recommended time for an interview that seeks "rich data" (Strauss & Corbin 1990). A pseudonym was used in place of the student's actual name. The researcher allowed each participant to choose a pseudonym. The researcher informed all participants about the research, the need for individual privacy. Each participant was told that there was no right or wrong answer, and his personal views should be freely expressed. During the face-to face interviews, participants were asked 12 questions to explore their perceptions of the developmental education program on the campus they attended. The researcher used open ended questions to keep a flow of dialog. Additionally, the researcher will use probing for additional responses and to obtain more information when it was not provided, not clear, or more detail was needed. The researcher's task allowed the participants to build upon their experiences while they explored responses to the interview questions without leading participants to a particular answer (McMillian, 2003).

Individual interviews were audio taped with permission from participants.

Accommodations were made to assure participants were comfortable with audio-taping

(Merriam, 2009). The researcher used the Philips DVT700 Voice Tracer 4G B. The

Philips Voice Tracer has the capability to connect to a computer and download voice

recording onto dictation. This device is compatible with the Dragon software which has

the capability of saving the interviews into a file and has an easy link to NVivo 9 for

coding. The audio recorder was also used as a backup for clarity and accuracy upon

reviewing dictations. The data analysis process for this study included coding the data,

labeling the text to interpret the data. Therefore, the researcher used NVivo 9 to organize,

collect, and interpret the data for the purpose of finding themes continuously repeated

throughout the transcripts. After they were scheduled, all interviews were completed

within a 1-week period. The transcribing and coding of all interviews were completed

three weeks after the final interview.

The researcher transcribed the audiotapes and transcripts of tape-recorded

interviews were coded and stored safely in a locked filing cabinet. The researcher secured

the interview logs, tape recordings, transcripts, and notes that were obtained throughout

the research.

Data Analysis

The researcher gathered and analyzed all data from the personal interviews. A

computer was used to store and sort all information. Creswell (2002) suggests that

qualitative analysis includes the following steps: (1) preliminary exploration of the data

reading through the transcripts and writing journals; (2) coding the data by segmenting

and labeling the text; (3) using codes to develop themes by aggregating similar codes together; (4) connecting and interrelating themes; and (5) constructing a narrative.

Pilot Study

Prior to conducting the study the researcher contacted a former co-worker, who is a clinical therapist, to evaluate interview questions for completeness and clarity. Based on the evaluation of the interview questions, adjustments were not necessary. After IRB approval (Appendix A), the researcher conducted a pilot study of five African American male students to test and revise the interview questions for clarity, appropriateness, and omissions. The five African American male students were enrolled in developmental courses at a community college not to be included in the study. All participants were given a consent form and asked to sign the document to confirm their participation. The researcher randomly selected five African American male students for the pilot study. Pilot study interviews took place at the community college on the Natchez campus. The interviews lasted 45 minutes. After the completion of the pilot study, the participants will made comments on the interview questions. The feedback from the pilot study was used to determine if modifications need to be made to the interview questions or interview process. No changes were made to the protocol and the pilot study results were not included in the research findings.

Trustworthiness

The criteria of trustworthiness includes credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). In order to resolve any areas of possible disagreement among individuals, member checking may be used to ensure

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trustworthiness and creditability (Rossman & Rallis, 2010). Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. This involves taking the findings back to the participants and asking them about the accuracy of the report (Creswell, 2005). Credibility is an evaluation of whether or not the research findings represent a "reliable" conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985). The collected data obtained from the interview protocol were designed to coincide with the intent of the study. Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project (Lincoln & Guba, 1985). To ensure transferability, the researcher presented findings using solid descriptive data so that readers can transfer the findings to other settings (Miles & Huberman, 1994). Dependability is an assessment of the quality of the integrated processes of data collection and data analysis. Confirmability is a measure of how well the inquiry's findings are supported by the data collected (Lincoln & Guba, 1985).

The researcher also had more than one individual code to interpret the data and note the extent to which they both agreed (Patton, 1990). The object of coding is to make sense out of the text data, divide it into text or image segments, label the segments with codes, and examine codes for overlap and redundancy (Creswell, 2005).

Summary

The qualitative research design allowed the researcher to explore African American males' perceptions of developmental education program and factors that can contribute to their academic success. Additionally, the research allowed the researcher to identify challenges and to develop a better understanding regarding the students' plight

thereby improving African American male students' academic success. The interview consisted of 12 open ended questions. Research data was transcribed, organized and coded. Audiotapes and printed transcripts were stored in a fire proof file cabinet.

CHAPTER IV

RESULTS

The qualitative research design allowed the researcher to explore perceptions of

African American male students enrolled in developmental education programs in the

community college. The researcher interviewed twenty randomly selected African

American males who were enrolled in a developmental education program on two

Mississippi community college campuses.   The information analyzed from the

interviews of the students included demographics and perceptions of developmental

education programs on community college campuses. The qualitative research design

used in conducting this study allowed the researcher to gather actual accounts of

perceptions and experiences from each participant. Three search questions were

formulated to focus the study:

1. How do African American males perceive developmental education programs
    in the community college?
2. Which details of developmental education programs are perceived negative by
    African American males?
3. What strategies can be implemented to change the African American males'
    perceptions of developmental education programs?

Appendix C contains the interview protocol list of questions designed in alignment with

the research questions. A pilot study was conducted with five African American male

students enrolled in the developmental education program at one community college to test the interview questions for clarity and appropriateness.

This chapter contains demographic profiles of each participant and an analysis of the data collected from interviews with 20 African American male students enrolled in developmental education programs in two Mississippi community colleges. The qualitative research design used in conducting this study allowed the researcher to gather actual accounts of perceptions and experiences from each participant.

Pilot Study Results

The purpose of the current qualitative phenomenological study was to assess perceptions of African American males enrolled in developmental education programs. To ensure credibility of the study, a pilot study was done to examine the approach and procedures with the interview protocol. This process was implemented to insure clarity of the interview protocol questions. Before conducting the research interview, five African American male students enrolled in developmental courses at another community college were selected as participants for the pilot study. The purpose of the pilot study was to assess reliability of the study. The researcher scheduled interviews for the selected participants. Prior to the pilot study process, the researcher discussed the purpose of the study, reviewed the informed consent form, reviewed the demographic survey for accuracy and entertained any additional questions from the participants.

The educational levels of the pilot participants were both freshman and sophomore students. The participants of the pilot study were asked to document and provide feedback to determine if the interview protocol needed modifications. The participants of the pilot study concluded that the questions from the interview protocol

were acceptable for the study. The pilot study proved to be a very important part of the research process by informing the researcher of possible inconsistencies within the survey instrument. The pilot study also provided evidence that the survey produced data that was appropriate for this study.

Description of Participants

Semi-structured interviews were conducted with 20 African American male students who were enrolled in developmental education courses at two Mississippi community colleges. Prior to conducting interviews, participants were randomly selected and invitation letters were emailed to the participants. An initial meeting was scheduled to meet the participants. The purpose of the meeting was for the researcher to present the participants with a demographic survey for them to complete and allow the participants an opportunity to address any concerns related to the study. After gathering the demographic survey form and the informed consent form, the researcher addressed any additional concerns regarding the research project. The participants informed the researcher of their pseudonym. All participants were dates for the interviews, and they had to sign an informed consent form before audio recording of the interview occurred. Information obtained from the Demographic Survey was used to identify each participant by his pseudonym identity, the community college he attended, the developmental education courses he was enrolled in, his classification and his program of study. Table 1 illustrates the participants' classification, program of study and developmental courses.

Table 1

Participant Description

Pseudonym	Classification	Program of Study	Developmental Courses
Kerry	Freshman	Mass Communication	English/Reading and Math
Jeremy	Freshman	Recreation	English/Reading and Math
Derrick	Freshman	Computer Science	English/Reading and Math
Ricky	Freshman	Business Management	English/Reading
Kenny	Sophomore	Music Education	English/Reading
Morris	Sophomore	Physical Education	English/Reading
Willie	Sophomore	Computer Engineer	Math
Ben	Sophomore	Physical Education	English/Reading
Dee	Freshman	Computer Science	English/Reading
Dwayne	Freshman	Mass Communication	English/Reading and Math
Pop	Freshman	Nursing	English/Reading

Table 1 (Continued)

Levi	Freshman	Physical Education	English/Reading and Math
Wendell	Sophomore	Agriculture	English/Reading
Rufus	Sophomore	Human Services	English/Reading
Earl	Sophomore	Horticulture	Math
Micheal	Freshman	Pharmacy	English/Reading and Math
Randy	Freshman	Computer Network	English/Reading and Math
Lee	Freshman	Agriculture	English/Reading and Math
Greg	Sophomore	Physical Education	Math
Andre	Freshman	Horticulture	English/Reading and Math

The participants were placed in developmental education courses upon enrollment in their perspective community colleges. The developmental education courses were math, reading and English. Students remained in the developmental education courses until they successfully passed the class and the exit examination.

Demographic Profiles

Kerry

Kerry is an 18 year old freshman with a 2.50 grade point average. Kerry lives with his mother in a single parent home. He is the third oldest child of four children. He is the second child in his family to attend college. His sister started college, but did not complete her degree. Kerry's major is Mass Communication, and he is enrolled in two developmental education courses: English/Reading and Math. Kerry graduated number 130 out of 135 graduating students. He failed English his ninth grade year, but attended summer school and passed. He had some behavior problems in high school, but by his senior year, his behavior improved. Kerry stated, "I like college better then high school, because I don't have to go to class every day.

Jeremy

Jeremy is an 18 year old freshman majoring is Recreation. Jeremy is enrolled in two developmental education courses. English/Reading and Math. Jeremy lives in a single parent home where only the mother is present. Jeremy is the third child in his family to attend college. His sister and his brother attended senior colleges. Jeremy stated, "I was not ready for a 4-year college. I got a little more growing up to do before that happens." Jeremy stated that he, his sister and his brother were required to attend college. Jeremy graduated number 75 out of 125 graduates in his class. Jeremy struggled a little in high school. Math and English were his weakest subjects. He stated that he did not get into trouble when he was in high school because his mother "Didn't play stuff like that."

Derrick

Derrick is a freshman Computer Science major. He is 19 years of age and is the first of his siblings to attend college. His brothers started working after they graduated from high school. Derrick is enrolled in two developmental education courses: English/Reading and Math. As a high school student, Derrick participated in sports (i.e., football, basketball and track) and attended an Upward Bound Program. Derrick stated, "My mom made me go to Upward Bound because she said it would help me with my English and Reading. I can do better in math if I take my time." Although Derrick expressed having some difficultly in high school, it was participating in the Upward Bound Program that motivated him to go to college. Derrick stated, "I enjoy staying on campus because I have some freedom, but my mother checks on my grades. If they are bad, she is going to make me move back home. So I study every day to keep that from happening."

Ricky

Ricky is 18 years of age and he is the fourth person in his family to attend college. Ricky is a freshman Business Management major. Ricky is from a single parent home led by his mother. Ricky had one sibling to finish college and the other two siblings stopped college in order to help their mother. Ricky is enrolled in two developmental education courses: English/Reading and Math. Ricky stated, "English was my hardest subject in high school because I had a reading problem." Ricky participated in reading programs while in high and over the summer to help him prepare for college level work. Ricky set many goals for himself. One of his goals is to attend a 4 year college.

Kenny

Kenny is a 19 year old sophomore Music Education major. Kenny is enrolled in one developmental education course: English/Reading. When Kenny first enrolled, he was enrolled in English/reading and math. He passed math and the exit exam. Kenny stated, "When I was in high school, my goal was to complete high school because no one in my family did. The proudest moment of my mother's life was when she saw me walk across the stage to get my diploma." While attending high school, Kenny participated in the school choir and the marching and concert bands. Kenny grew up in a single parent household. He stated, "My mother raised me to be a leader."

Morris

Morris is a 19 year old Health and Physical Education major. Morris is an on campus student who, on the weekend, lives with his mother and father. Morris is the second of four siblings to attend college. Morris stated he was encouraged by his high school guidance counselor to attend a community college. When Morris enrolled in community college, he was enrolled in two developmental education courses: Math and English/Reading. At the end of his freshman year, he passed the math course and the exit exam. Morris is presently enrolled in one developmental education course; English. "I plan to go to attend a 4 college right after graduation to get my bachelor's degree in Health and Physical Education."

Willie

Willie is a 19 year old sophomore Computer Engineering major. He is the oldest of four children in a single parent household where the mother is the present adult. Willie

is presently enrolled in one developmental education course: Math. Upon admission to the community college, Willie was enrolled in English/Reading and Math developmental education courses. He passed both classes; however, he did not pass the exit exam for math. "I really didn't take my time with the math exit exams; because I knew I had passed the class. I did not know I needed to pass both of them." Willie stated, "When I was in high school, I didn't take my time with my school work. If I had taken my time in high school, I would have better grades." Willie stated that after graduation, he plans to find a job and go to school at night so he can help his mother.

Ben

Ben is a 19 year old sophomore Health and Physical Education major. Ben is presently enrolled in one developmental education course: English/Reading. "English and Reading was always a problem for me in high school and in college. I don't like to read." Ben is a product of a single parent home. He stated, "I got a brother on my mother's side and three brothers on my father's side. My father is not a part of my life but I have a relationship with my brothers." He plans to attend a 4-year university after graduation and become a physical education teacher and coach football.

Dee

Dee is an 18 year old freshman. His major is Computer Science and he plans to attend a 4-year college after graduation. Dee is presently enrolled in one developmental education course; English/Reading. He lives with his mother and two sisters. He is the oldest of the three and is the first to attend college. "My mom dropped out of school to help my grandmother, but she got her GED last year. She works at night. So I go home

after school to watch my sisters. We all do our homework together. Education is a priority in our house." Dee stated, "My mother wants us to do better than she did. School was not so important to me when I was in high school, but I had to do my school work to keep my mother off my back."

Dwayne

Dwayne is a 19 year old freshman Mass Communication major. Dwayne is enrolled in two developmental education courses: English/Reading and math. In high school, Dwayne had problems with his reading, math and English. Dwayne is the first to attend college in his nuclear family. "I did not have much motivation when I was in high school, but I hung in there and finished." Dwayne's mother nor father completed high school. Dwayne lives with his mother and siblings, but he sees his father most of the time. "I stay on my little brother and sister about doing good in school and doing their homework. "I wasn't the best student in high school, but I wasn't the worse." Dwayne wants to become a news anchor. "To become a news anchor, I have to improve on my reading skills and I am working on that every day." Dwayne stated," I know it is not easy reaching my goal, but I'm going to give it all I got."

Pop

Pop is an 18 year old freshman nursing major. Pop is the youngest of four children to attend college. Pop lives with his mother, father and two siblings when he is not living on campus. Education is a priority in Pop's home. Pop is enrolled in one developmental education course: English. As a high school student, Pop stated he had good grades and never got into any trouble. "I was involved in lots activities when I was

in high school. I really enjoyed the science club because we got to go on field trips. I was the president of the science club where I enjoyed the responsibility." Pop saw himself as a leader because the students would come to him when they had problems. "I liked when students came to me with their problems. It made me look like a leader."

Levi

Levi is an 18 year old freshman. His major is Health and Physical Education. Levi is enrolled in one developmental education courses: English/Reading. He is the first child in his family to attend college. His brother and his sister are in middle school. Levi lives with his parents and both of them have a college degree. "Math was my best subject when I was in high school. I did ok with the other subjects because my parents required it." Levi stated that he plans to attend a 4-year college after completing the community college.

Wendell

Wendell is a 19 year old sophomore. His major is Agriculture. Wendell lives with his mother and three siblings. "My dad is not in my life as much. I mean, I see him from time to time, but he does not come around." Wendell's mother is in night school and works during the day. When Wendell enrolled at the community college, he was enrolled in two developmental education courses. At present he is enrolled in one developmental education course: English/Reading. "I always had problems with English when I was in high school. If I take my time, I can pass the class and the exit exam." Wendell expects to continue his education beyond a 2-year program at a 4-year university.

Rufus

Rufus is a 19 year old sophomore. His major is Human Services. Rufus is enrolled in one developmental education course: English/Reading. When he entered the community college he was taking two developmental education courses. Rufus lives in a single parent home where only the mother is present. Rufus is the first to attend college. His mom completed her GED, and she works at the local hospital. He stated he wanted to be a social worker. "I was in foster care for a year because my mom had some issues. When we returned home, I knew I wanted to help children." Rufus stated he will enroll at a 4-year university immediately after graduation.

Earl

Earl is a 19 year old sophomore Horticulture major. Earl is enrolled in one developmental educational course: Math. Upon his admission to the community college, Earl was enrolled in two developmental courses. He completed and passed the English course. Earl lives with his parents, and he has one sister. Earl's father and mother have college degrees. Earl plans to enroll in a senior college after graduation.

Micheal

Micheal is an 18 year old freshman Pharmacy major. Micheal is enrolled in two developmental education courses: English/reading and math. He is the third child of six children to attend college. Micheal lives with his mother and siblings. His father lives in the same town, and he has a good relationship with his father. Micheal's mother is a LPN. Micheal, stated "I got the idea of becoming a Pharmacist by watching my mother at work." Upon graduation, Micheal plans to attend a 4-year college.

Randy

Randy is an 18 year old freshman Computer Network major. Randy lives with his mother and father who both work at the local high school. Both parents have a college degree. Randy is the second of three children to attend college. Randy is presently enrolled in two developmental education courses: English/reading and math. Randy stated, "My scores on the ACT are the reason I am in developmental education courses. I had a football game the night before the ACT and I was tired and did not do my best." Randy stated that ok he gets a job after graduation, he is going to take a break before going to a 4-year college.

Lee

Lee is an 18 year old freshman Agriculture major. Lee is enrolled in two developmental education courses; English/reading and math. Lee stated his plan was to attend the military but after the war in Iraq was still going on, he decided to go to college. Lee lives with his mother. Lee's dad died in a car accident three years ago. His mother works at a local daycare. He is the youngest of 4 boys. Lee's siblings are all in a branch of the military. Lee stated, "My mother was glad that I decided to stay home and go to school." Upon completing the community college, Lee plans to attend a 4-year college

Greg

Greg is a 19 year sophomore Health and Physical Education major. Greg is enrolled in one developmental education course: math. When he enrolled in college as a freshman, Greg was enrolled in two developmental education courses. Greg lives with his mother and father. Both of his parents are employed at a community college. After

graduation, Greg plan to attend a 4 year college to complete his degree in Health and Physical Education. Greg said, "I chose Physical Education because I like coaching and I would like to coach college football."

Andre

Andre is an 18 year old freshman Horticulture major. Andre is enrolled in two developmental education courses; English/reading and math. Andre is the first in his family to attend college. His two older siblings started working after graduating from high school. Andre is a product of a single parent home where his mother requires that they go to school or get a job. Andre's mother completed high school and has some college credits. "I was not ready to go to work, so I decided to go to school."Andre plans to attend a 4-year college after graduation.

Findings

The purpose of this qualitative research study was to examine the perceptions of African American male students enrolled in developmental education programs in two community colleges. The participant's perceptions and experiences were based on the research questions:

1. How do African American males perceive developmental education programs in the community college?
2. Which details of developmental education programs are perceived negatively by African American males?
3. What strategies can be implemented to change the African American males' perceptions of developmental education programs?

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The researcher will present the perspectives of each participant as guided by the research questions. Additionally, the data obtained from the interviews will be analyzed to correspond with the supporting research questions of the study. Table 2 listed research question and the interview protocol questions that are associated with the question.

Table 2

Research Question 1 and Supporting Interview Protocol Questions

Guiding Question One	Interview Questions
How do African American males perceive developmental education programs in the community college?	13. Discuss the academic environment of this campus. 14. Discuss your attitude, thoughts and behavior as you sit in your developmental class. 15. Discuss your knowledge of developmental education programs. 16. Discuss your education background from elementary school to high school.

Research Question 1: How do African American males perceive developmental education programs in the community college?

During the interviews, the participants discussed their perceptions of developmental education programs and how being enrolled in the programs gives them the feeling of being academically behind and unprepared for college-level work. The participants believe that being academically successful is important; however, being enrolled in developmental education courses sometimes puts a hold on achieving their academic goals. Therefore, the participants feel that it is important that community colleges provide counseling and motivational programs within the developmental programs to aid in students achieving their academic goals. Jeremy believed that to be successful in college meant getting all the knowledge as a high school student and

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transferring that knowledge to college. "It does not work that way all the time because I spent most of my time practicing sports. As a result of that, I have to take developmental education courses. I have to work extra hard in order to achieve the knowledge I need in order for me to be successful in college." Jeremy's drive to be successful in college is a personal goal. He believes that by working hard in the developmental courses at the community college, it will afford him an opportunity to reach his goal of enrolling in a 4-year college. Micheal revealed that at the community college, he can get the extra help he needs. However, he believes that sometimes student do not always get the full benefit of the developmental courses. Micheal replied, "I'm a hard worker, and there are times that I need the extra help. However, there are some instructors who are not willing to go the extra mile to make sure you have what you need to pass the class and the exit exam." During the interview, Willie expressed that there were some negative aspects of the learning environment. He stated, "Developmental education program lacked adequate tutorial programs in the computer lab, and when the concern was presented to the instructors, they appeared unconcerned about upgrading the program."

Derrick perceived developmental educational programs as an opportunity for him to achieve a promise he made to him mother. Derrick stated, "Achieving a high school diploma is not enough for me. Although I was academically behind in high school, I still pushed myself to finish high school. I had to take at least two developmental courses to catch up. I found out the more I learned, the more successful I became. But I sometimes fell into the stereotype which could have forfeited my education." Andre agreed that falling into the stereotypes can hinder academic success. He continued by saying that although his peers believed that he was "dumb," he pushed harder and use the resources

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provided by developmental education programs. Kenny stated, "I remember hiding from a friend of mine because I didn't want him to know that I was taking developmental courses. But being in those classes really helped me to get on the path of being academically successful." The participants believed that the developmental education program will work if students really take advantage of the program and if instructors would invest a little more time and effort in student achievement. Lee stated, "If instructors invested additional effort in the class, students won't feel so defeated." Kerry and Derrick believed that some of the instructors felt that students at the college level should have mastered the basic reading, writing and math skill at the K-12 level and they should not have to re-teach those basic skills.

Morris and Greg both believed that developmental education programs were designed to help students who did not do well on his/her ACT or who did not perform well in high school to have an opportunity to be academically successful. According to Morris, being academically successful is "very important." He revealed that enrolling in the developmental courses is an essential element in helping him to obtain a bachelor's degree. "I was ashamed when people saw me going into my developmental class. I would get to class early so that people would not see me go in the room." Greg revealed his attitude of being ashamed only lasted a short time. "When I found out I was getting better in English and math, I really did not care what people thought. I am the second person in my family to attend college. Most of my family members did not value education. That is why I did not do well in high school. With the help I'm getting from the developmental program, it is really helping me to stay focused and determined to get an Associate degree and a Bachelor degree."

Kerry and Ricky agreed that developmental education programs have their strong points because they gives students an opportunity to improve academically before going to a senior college. Even though the developmental education program is designed to help students, the implementation process should be reviewed. Kerry stated, "The class work takes me back to high school. I hate the fact that I have to take these classes over in college. They are really high school courses. What kills me the most is how the teacher teaches the subjects. The teacher sometimes puts lines and blocks on the board to help with math problems. That was an insult to me and other students in the class." Ricky replied, "I know the classes are designed to help, but when it is being taught, it makes you feel like you are slow." The students believed that enrolling in the classes should give them a sense of independence; however, the method of teaching gave the impression that the teachers were holding their hands. Most of the students objected to that feeling.

Kenny and Ben viewed developmental education courses as a waste of time and money. Lee stated, "We have to pay for classes that we don't get any credit for." Ben stated, "Sometimes I feel so silly when I'm in class. It gives the feeling that I have failed high school and I am being made to repeat high school in college." Kenny remarked, "Being in developmental courses make me feel like I'm in a special education class. It's not because of the class, but it's how the instructor teaches the class. It's bad enough I am not getting credit for the class, but the instructors could find a better way to teach the class. " The students are aware that developmental courses are designed to help them achieve the academic skills that will prepare them academically to be successful as they move to a senior college; however, the participants were having difficulty getting past personal perceptions.

Dee and Randy shared the perception that developmental education courses gave

them the sense of an isolated high school on a community college campus. Dee stated,

"The information I'm getting in class makes it feels like an extension of high school. I

think the information needs to be just above high school level and little more structured."

Randy stated, "Sometimes I lose interest because it makes me feel like I'm slow and that

I may need to go back to high school." The student remarked that even though the

developmental courses are designed to help students who are behind academically to

recover from academic elements that were missed at the K-12 level, the delivery of the

course should be presented as a college level course.

Dwayne mentioned it was "like déjà vu" when he walked in the classroom.

"When I looked at the instructor, she appeared somewhat unconcerned. There was very

little enthusiasm and hardly any eye contact with the class." He expressed that it is

important to feel comfortable when you enter a classroom. He believes that personal

interest in the class and the students can help make a successful student.

Comparable to Dwayne's response, Pop mentioned that the environment took him

back to high school. He alluded that the environment made him feel like he had failed

twelfth grade. "The building where the classes are held gives me the feeling that I'm

walking the hallway of my old high school. There are some hallways in the building that

even have lockers." Additionally, Levi and Earl expressed concerns as it related to some

of the instructors and the lack of effort that is put into instruction. Earl stated, "I know we

are in these courses designed to help students that are behind, but students should not be

made to feel that we are helpless." Levi remarked, "The professors basically tell us to do

our homework and sometimes give make up work. Even though they are developmental courses, I would like to feel that I'm in college."

Wendell and Rufus described their dilemma with the developmental education program as being embarrassing. Wendell proclaimed, "I feel so embarrassed when I share with my friends that I'm enrolled in a developmental program and have to take developmental classes. I know I should not be embarrassed because the courses are helping me. That's just my feeling." Rufus stated, "Maybe I would not be so embarrassed if the program had a different title or if other students did not know that students were enrolled in developmental education programs." Wendell and Rufus remarked that the embarrassment of the program causes them to be distracted sometimes; however, the students pushed forward because their goal was to obtain a college degree from a 4 year institution.

Table 3

Research Question 2 and supported Interview Protocol Questions

Guiding Questions	Interview Questions
Which details of developmental education programs are perceived negatively by African American males?	5. Discuss how being enrolled in developmental add to your academic success. 6. Discuss the developmental courses you are taking. 7. Discuss the advantage and disadvantage of being enrolled developmental courses. 8. Describe your academic performance since your enrollment on campus. 9. Discuss factors that may hinder you from achieving academic success.

Research Question 2: Which details of the developmental education programs are perceived negatively by African American males?

This interview portion was designed for the researcher to indentify the negative components of developmental education programs as presented by the participants. Identifying and understanding the negative perceptions of developmental education programs can help community colleges implement programs or modify the existing programs to meet the needs of African American male students. Participants identified many factors that are perceived as negative indicators of developmental education programs that contribute to the lack of academic success of African American male students on community college campuses. The participates revealed the lack of additional mentoring and counseling programs, the lack of interest from some instructors teaching developmental courses and the stereotypical perception of African American male students that prevents academic success. Additionally, participants perceived that the lack of community college leaders' involvement and continuous monitoring of developmental education programs also leads to African American male students losing interest in achieving an Associate's degree.

Many of the students expressed having high expectations for achieving a college degree even though they were academically underprepared. Participants stated they value obtaining a good education although they were faced with academic deficiencies which landed them in a developmental education program. To assure that the students obtained their academic goals, they suggested that community colleges should develop an advanced mentoring and motivational program to meet their needs. Participants also believed that instructors should dispel their negative stereotypes of African American male students and develop a positive outlook on African American male students'

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academic achievement. Lee stated, "Just because I look a certain way does not mean that I should not be given equal opportunity to be successful." The participants shared that being stereotyped really causes some African American males to work hard academically to prove that the image perceived by instructor are false.

Dwayne stated, "The lack of support from instructors is a key factor in African American male students not doing well in developmental courses. It is important for students to have the support of the instructors. This helps us to develop confidence in our ability, which helps us to do well in the course." The participants believed that instructors must trust the ability of the African American male student in order for them to be academically successful. Micheal agreed with Dwayne by stating, "Encouragement and motivation from instructors helped me to do well in my classes. When teachers show interest in me, I do well in the class. I notice that when instructors gave us a pat on the back, it impacted me and gave me the drive to work hard." Students believed that positive motivational factors played an important role in African American male students doing well. If positive intervention was not present, these students may have dropped out.   Dee believed that having mentoring programs along with the motivational strategies from instructors could help dispel some of the negative assumptions African American male students perceive about developmental education programs.

Dee stated, "If the developmental education programs are designed to help students that are unprepared for college, more provision should be made for us. It's like we are castaways and left without academic counseling or mentoring. If developmental education programs were updated, I think I will do well. Without the additional counseling or mentoring, services, I feel defeated." The participants revealed that being

able to share the feeling about developmental education courses with other students could help them achieve their academic goals and take away the negative perception.

Jeremy shared an example of how not having updated material in the computer lab and support groups on the community college campuses almost caused him to drop out of college. "Me and one of my high school friends were in the same class. I was not doing well in the class, but my friend was passing. My teacher was giving me some help but it was not enough to give me the confidence I needed to keep up in class. My friend saw I was struggling and he and a friend of his sat me down and talked to me about my situation and shared things I needed to do to pass the class. They monitored me during class and met with me in the computer lab twice a week. If they would not have helped me, I know I would have dropped out." The participants believed that it is the responsibility of the college to develop a curriculum that has academic strategies to help students become academically successful.

Ricky identified the lack of effective communication between students and instructors as a negative component of developmental education. He believed that effective communication and relationships could help students become academically successful. "I remember asking my instructor to explain a math problem. She remarked that I should have mastered that skill in high school. I was embarrassed by her statement. It was not what she said, but how she said it." The participants identified three major factors for instructors to consider: 1. Instructors should develop a positive method to deliver instruction. 2. Instructors should develop and maintain effective communication skills and present a caring attitude so that students would be motivated to do well in their

classes.   3. Instructors should understand the students' cultural background to help promote academic success.

Wendell stated, "Even though we are in the developmental programs to get help, sometime I feel like instructors are not concerned about our academic needs. They make comments about our lack of ability which sometimes bring discouragement. I think that the instructors should communicate to us in a way that we feel they are really trying to help us. It feels like my high school teacher is talking to me. I think if instructors would change the way they talk to the students, a lot of them will do well." Derrick stated that students working hard in conjunction with their instructors can help the students feel comfortable.

According to Derrick, "Students serving as mentors gives encouragement to a student who is not doing well in their class. If we work together we can change how we see development education courses. Sometimes if I don't get the extra help I need, I will stop trying." The participants believed that if the mindset of the instructors changed and additional support was added to the developmental program, the negative perception of the program would change.

Randy commented, "We really need the encouragement and mentors because most of the African American males, including myself, have not had people to support us in our education. I did not get it at home so I did not do my best in high school. I could do the work; I just didn't do it because education was not a priority in my house. My mom did not complete high school so she did the best she could to help me. My biggest supporters were my high school teachers and some of my classmates. When I came to college, the support was not there. I believe if instructors offered additional

encouragement, it would help African American male students achieve in developmental education programs."

Pop stated, "I was taking two developmental courses. I had one instructor that really encouraged me to do well. She knew I was behind and she did what she could to make sure I did my best in the class which helped me pass the exit exam. She even referred me to the counseling center when I was thinking about dropping out of college. But my other teachers did not offer assistance because they stated I should know the work. That really killed my spirit and sometime I would skip their class."

Kenny shared that the student's appearance and behavior sometimes determined if he will get the assistance from instructors or his peers. Kenny stated, "Encouragement and motivation from instructors should not depend on how a student looks. Lee remarked, "You get help from your teachers when you dress well, you are nice to them and present positive ideas. I know it's our job to do our work with little or no encouragement, but teachers can offer a little encouragement. It keeps me focused and makes me want to get a degree. I guess I sound like a high school student." When asked if it is the responsibility of the developmental education program to provide the extrinsic motivation for students, enrolled in the program, Earl stated "I think there should be a component within the developmental education program to help students; mostly African American male students. It's not only because we are behind academically, but most of us have not had motivation or encouragement since we started elementary school. I really did not get a positive outlook on education from my family because my mom stressed that we should work."

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Willie believed while enrolled in developmental education class he has not received any motivation or encouragement from his instructors or his peers. Willie stated, "The lack of encouragement sometimes caused me not to be academically successful." He expressed that the lack of support from his friends also had a negative impact on him being successful. Greg stated, "I really feel that if there were support groups for us, a lot of us would not have a negative outlook on developmental education programs." The participants believed that improving the social component would help students improve academically and help them to realize that they are not performing well because of the academic decisions they make.

Morris was aware of the expectation for his educational success; however, he felt that additional motivation was important. "I played around in high school and as a result I did not do well on the ACT and now I am in developmental classes. I know it is my responsibility to get out of these classes, but it is hard sometimes when you don't have that extra boost you need." He believes that it is the community college's responsibility to offer counseling to help students who do not have the educational drive to be successful. Ben's parents wanted him to get a college degree. Their desire for him to obtain a college degree almost failed due to his hopelessness and helplessness while taking developmental courses. Ben stated, "I felt so embarrassed and ineffective in the developmental classes. Most of my friends were taking classes geared toward their major and I was stuck taking classes that don't even matter. To top it off, some of the instructors didn't care if I did the work or not. It's that lack of concern that made me unmotivated to complete the work or just don't go to class at all. It took self-

determination and encouragement from my peers to keep me focused to achieve academically."

The participants believed that the negative image of developmental education programs is also projected by instructors who do not teach developmental courses and by students who are not enrolled in developmental education courses. The participants shared that the negative images presented by these non affiliates often caused African American males to become discouraged. Levi stated, "The opinion of other instructors matters a lot to me and can affect my self-confidence. Their perception leaves students to believe that they will not be academically successful." In contrast, Andre stated, "I know there are some negative views about development education programs, but I have to take control of my own thoughts about these classes. Even when my instructor does not go the extra mile, it is my responsibility to master the course. But I do think instructors should be willing to help students a little more. I cannot put the blame on the instructor because I play a major role in my education."

Kerry revealed that African American male students feel insecure about their academic abilities because they are placed in developmental education programs. "The negative image of these classes makes me feel inadequate. It sometime affects my ability to do the class work. Even when I know the answer is correct, I don't feel that it is right unless my instructor tells me." Rufus shared that instructors could help dispel the negative perceptions that African American male students have about developmental education program by acknowledging the student's academic achievement. Greg shared that if instructors were a little more caring and supportive, a lot of the academic disabilities would transform into academic abilities. Greg stated, "I had instructors who

start off working hard at first, but midway of the semester some of the instructors started

losing interest in the subject and losing interest in helping those of us that struggle trying

to understand the content of the subject. They really stop caring." The participants

believed that if instructors developed a consistent pattern to help remove the stigma that

African American male students are lazy and unconcerned, the students would achieve

academically. If these modifications were made, the participants felt that they would do

well and work hard to achieve their educational goals. Pop stated, "If instructors would

take a little more time to see if we understand the lesson rather than worry about how we

(African American males) look or communicate, we can develop a positive view of

development education programs."

Table 4

Research Question 3 and supported Interview Protocol Questions

Guiding Questions	Interview Questions
What strategies can be implemented to change African American males' perceptions of developmental education program?	5. Discuss the educational history of your immediate family. 6. Share the role of your parents in your education from K-12 to present. 7. Discuss the advantage and disadvantage of being enrolled developmental courses.

Research Question 3: What strategies can be implemented to change the African American male's perceptions of developmental education programs?

The participants concluded that the educational environment is vital to insuring

the success of African American male's in the community college. Their concept of an

educational environment goes beyond what is in the instructor's classroom. The

participants also viewed the instructor's attitude, their method of teaching and the role

that the community college leaders take to insure that students have what they need to be successful at the community college. By improving the before- mentioned characteristics, participants believed that African American males could be academically successful. The participants stated that changing the environment might help produce a positive perception of the developmental education program and a positive learning behavior for them. Additionally, some of the participants stated that if there were African American male instructors, African American male students would do well. Wendell stated, "If I saw someone that looked like me, I would not feel so intimidated." The participants believed African American male instructors would provide support and also, serve as role models and mentors. Lee stated, "I agree that having African American male instructors would help us mentally and we are able to relate to them; it is our responsibility to succeed in college."

Participants revealed that as community colleges continue to improve developmental education programs to meet the needs of African American male students, the colleges will soon see an increase in academic success and a decrease in the dropout rate. This requires community college leaders to employ African American male instructors and provide students with the opportunity to receive more tutorial services. Further, interviews revealed that the participants identified additional components that they felt would have a positive impact on the academic success of African American male students who are enrolled in developmental education programs. 1. The community college leaders should revise the course of study and curriculum for the developmental education program to address the culture issues. 2. The community colleges should implement programs to challenge students. 3. The community colleges should develop

mentoring programs. 4. The community colleges should improve their present tutorial programs. 5. The community colleges should provide professional development for instructors on culture sensitivity. 6. The community colleges should provide student support groups for African American male students who are enrolled in developmental education programs. The participants believed that by incorporating these components, the community college would improve the social and academic quality of African American male students. Moreover, having the instructors involved at a social level would help the students develop self confidence.

Dee stated that the instructors and community college leaders could help African American male students to be successful by investing more money in developing the developmental education programs and upgrading the computer software programs to meet the needs of the students.   Levi stated, "What really helped me to become successful in my developmental education class was the fact that my instructor shared her experience as being a student in developmental courses and how hard work and determination can help students to be successful." Micheal commented that he financially invested in a personal tutor to help him meet the requirements for passing the class. "It wasn't like the instructors were not giving me the information. Some instructors just don't go the extra mile. It was the additional time I needed to help me pass the class and the exit exam." The participants described their instructors as being knowledgeable; however, if they improved their social and classroom management skills, it would be a great advantage to African American male students. This would help students feel comfortable and confident in their academic ability, which will render academic success.

Dee remarked that the leaders and the instructors should appear concerned about all academic programs on campus. The student believes that there is not enough emphasis placed on developmental education programs. "I have seen people make deliveries to other departments on campus (i.e., computers, books, computer software), but very few of them come to the developmental education department. Rufus agreed stating, "If I wanted to be successful, I had to find additional resources to help myself. I do understand it is my job to help myself; however, having additional assistance and resources can really help."

Andre remarked that community leaders should allow the developmental education courses to be applied toward graduation. "When I found out these courses were not going toward my degree, I felt like I was really wasting my time and really did not apply myself. If my instructor had not sat me down and told me to take the courses seriously, I would have failed the classes and may have dropped out of college." The participants felt that academic guidance and counseling were important components in helping the students to strengthen their self confidence. Ben agreed that community college leaders and instructors can help African American male students realize their academic ability by communicating with them more. "I know it may be time consuming, but if they would sit down and talk with us and help us realize our academic potential, it would really help us be successful."

The participants stated that they have counseling services on campus, but they need to be revamped to meet the needs of all students. Greg stated, "Having someone to listen to and advise me helps with motivating me and other students to do well." Ricky indicated that students would benefit from having a well-implemented student support

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group. Ricky stated, "I have participated in support groups for academic while in high school. If the dean would make the support group better, they will see a difference in African American male students' success in college. Instructors don't realize how much encouragement we get from each other. There is always one or two people in the group that is stronger that the rest of us. The encouraging words that are shared during the session keep most of us from dropping out of college." When asked if they thought instructors do not fully understand the cultural aspects of African American male students as they relate to education, Wendell replied, "Not really." He went on to say, "A lot of instructors don't really understand the struggle that some African American male students face just to get an education. Most of it is our fault because we fall in the stereotypes. Most of us don't know how to study because education was not a priority in our home. If instructors knew a little more about our upbringing, it would help them to help us to be successful."

The participants believed that it is a part of the African American male culture for young black men not to be perceived as smart or intelligent. Rickey stated, "I fell for that belief until one of my instructors shared with me that I could learn just as well as other students, but I have to apply myself a little harder than other students in the class." Rickey believes that most teachers are not fully aware of the plight of African American males. However, he believes that through professional development, instructors can increase their knowledge and understanding of how to educate African American male students. Lee believes that professional development should focus on developing an understanding of the African American community, its conditions and its culture to really understand how to better educate African American male students. Randy said,

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"Instructors can't actually understand where black male students come from because their side of town has a different view from ours." The participants believed that not understanding African American male students makes educating them difficult, but often frustrates instructors as well. However, if community college leaders and instructors could participate in some form of culture diversity course or workshop, they would began to understand the role education plays in the live of some African American male students and tailor the developmental education program to meet their needs. The participants believed that the knowledge and understanding demonstrated would help encourage students to change their perceptions which would set the foundation for academic achievement.

Participants shared that it is hard for instructors to convey encouragement without a clear understanding of where they come from and where they are going. Greg stated, "At first, I did not think it was important for instructors to understand African American male students, but as I went through the class, my views have changed. Having a caring attitude and a clear understanding of our culture will help us to develop self confidence that can help us pass the class." Ben agreed by stating, "When instructors have an understanding of their cultural background, African American male students benefit academically." Kerry shared his experience of being in his developmental English class. "I struggled through the class not because I did not know the information; it was because I fell into the stereotypes. But when my instructor began to understand me and encouraged me, I began to develop the confidence needed to become a successful student." The participants revealed that an instructor will sometimes give up on a student rather than helping or understanding them. They normally give up on those students who

act out in class and who are sometime disrespectful. At this level of behavior, instructors are not willing to understand the student's upbringing or shortcomings. Moreover, instructors are not willing to offer any motivation or encouragement.

Earl commented that instructors who teach African American male students are not in tune with them and perceives them as being unconcerned and difficult to teach. The participants felt that the understanding is a vital piece to the success of their education. Willie stated, "I have been in classes where a student who had braids in his head and who did not use deodorant was not given equal opportunity. When the instructor was informed by other students that he was embracing his African roots, the instructor began to help the student more than in the past." The participants believed that instructors will go the extra mile when they understand their students and encourage them to do well. Lee stated, "After I established a positive relationship with my instructors, they were willing to meet me in the computer lab and I would go to their office a few minutes before class; they would check my class work to make sure I was on the right track."

Derrick remarked that since his enrollment in developmental education courses his instructors have shown support and care for all the students. He stated, "It is precisely why most of the students do well in the classes." Some participants agreed with Derrick and other participants believed that some instructors "turn off the help light" when encountering African American male students who fit the stereotypical category. Micheal shared that in spite of how instructors viewed African American male students, they should demonstrate the willingness to help them. This type of willingness helps African American males to increase their academic abilities and gives them the confidence that

they can obtain a college degree. The participants believed that this type of motivational intervention can not only help students through their community college tenure but foster skills that will also help students to be successful at a 4-year college. Willie expressed the need. Jeremy stated, "Some teachers explain stuff but they don't explain it thoroughly." Darryl stated, "Even though instructors know we are placed in developmental courses because we have some educational deficiencies, they will give us assignments that are above our level of understanding. They should realize that sometimes we need a little extra help." Jeremy revealed that he was grateful that the community college that he attends provides a program that is related to helping instructors understand students with academic deficiencies. However, he concluded that the program was not for a particular group, but focused on helping students obtain academic success.

Summary

The purpose of this chapter was to present findings that surfaced from the data that were collected from African American male students who are enrolled in developmental education programs. Data obtained by the researcher were used to examine the perceptions of African American males who were enrolled in developmental education program. The findings from the study revealed that there was a relationship between the environment on the community college campus and the relationship between instructor and students that fosters a positive or a negative perception by African American male students enrolled in developmental education programs. The participants believed that through positive motivation, intrinsic and extrinsic motivation, and academic improvements on community colleges, African American male students can change their perception of developmental education programs. This change in their

perception can render academic success for African American male students who are

enrolled in developmental education programs. The element of change would include

peer mentoring, support groups, caring instructors and an understanding of the cultural

background of African American male students. The study revealed that negative

stereotypes played a major role in student-teacher relationships, thereby rendering

African American male students academically unsuccessful. To increase the academic

success of African American male students who are enrolled in developmental education

programs, the community college leader should revisit the programs and make the

necessary educational modifications.

CHAPTER V

OVERIEW OF STUDY, CONCLUSION, AND RECOMMEDATION

Overview of Study

Developmental education is designed not only to improve the academic skills of

students, but also academic competence, so that the students may develop into life-long

learners (Higbee, 2012). Students who are enrolled in developmental courses are often

considered as victims of a failing secondary education system (Trombley, 1998). These

limitations make it difficult for underprepared students to be admitted into 4-year

institutions. Admitting students that are in need of developmental coursework into 4-year

institutions can diminish the student's academic success and prevents them from

advancing through college (Bennett, 1994). Therefore, students that are in need of

developmental education are better served at the community college level which afford

the student an opportunity to academically successful (Tierney, 2002).

Developmental education is important for many students who may struggle

academically. This program is a very important part of the community college, because it

ensures that every student has an equal opportunity to achieve their academic goals.

Although research suggests that developmental education programs are the best sources

for improving underprepared students academic deficiencies, some African American

males have formulated a negative perception of the program which sometimes prevents

them from reaching their academic potential. This study explored the perceptions of

African American male students enrolled in developmental education programs in the community college. Phenomenology was used in this study captured the experience in the participants own words and from their point of view. Twenty African-American male students shared their perceptions of developmental education program from two Mississippi community college campuses. This chapter provides an overview of the study, a conclusion and recommendations for future research.

The qualitative study was accomplished by conducting semi-structured interviews of 10 African American male students from one community college and 10 African American male students from another community college. The researcher solicited the help of the director of developmental studies to randomly select the African American males for this study. The interview process consisted of 12 open-ended questions. The interviews were audio taped, transcribed and coded for common themes and patterns. Pseudonyms were used to protect the identity of participants.

Conclusion

Research Question One

How do African American males perceive developmental education programs in the community college? The results of this study disclose African American male students' perceptions of developmental education programs on community college campuses. Their perceptions were twofold. The study revealed that African American male students view developmental education programs as the "catch up classes" for underprepared students. The participants perceived developmental education programs as providing inadequate services that sometimes barely meet the need of African American male students. The study revealed that some instructors are viewed as unconcerned about

the academic deficiencies of African American male students and they show lack of interest in the students' academic achievement. The participants felt that the instructors' lack of interest in their abilities causes the goal of the program not to be met. The research also revealed that some instructors' classrooms presents an atmosphere that is not conducive to learning. Some of the classrooms are dull with limited technology and some instructors make little effort to improve the quality of the classrooms.

Although the community colleges have the basic necessities to ensure academic success for all students, the participants concluded that academic instruction is communicated in a manner that sometimes demonstrates academic failure. When some instructors encounter African American male students who appear to them as being lazy, they instantly formulate the opinion that these students lack the necessary academic skills to be successful. This is due to some of the African American male present themselves as unconcerned about the course when they enter the classroom and their demeanor during class lectures. Because of this stereotype, the study revealed that minimal educational effort is made by the instructor to help African American male students meet the goal of the developmental education program. The participants revealed that instructors may feel that the students should have mastered the basic skills of reading, writing, math and English at the K-12 level.

Despite the stereotype placed on African American male students, the participants felt that more teacher interaction is needed. The participants believed that more personalized instruction time would be beneficial. The participants believe that they are in this educational process alone and failure is the only option. Participants shared that instructors put less effort in preparing for class and give minimal participation for class or

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none at all. The study revealed that the courses are perceived as below level and gives the impression that the students cannot master the goals set forth in the developmental education program. The participants felt that if they do not develop intrinsic motivation, they would not successfully complete the developmental education program. The participants felt that if the negative stereotypes were not placed on them and some instructors took a vested interest in helping them to achieve their academic goal, they could be academically successful. It was concluded that some participants felt that developmental educational programs are designed to overwhelm them, force them to settle for minimal requirements or drop out.

On the other hand, some participants viewed developmental educational programs as an opportunity to obtain a bachelors degree. The participants revealed that if it were not for the developmental educational programs presenting them an opportunity to enhance their academic skills, they would have dropped out of college. The participants revealed that with the implementation of developmental math, reading, English classes and computer labs, students are able to sharpen their academic skills which will render academic success. The students revealed that if they present themselves as being interested in the developmental educational program has to offer, teachers would be willing to go the extra mile to insure that the students improve in the area where they have academic deficiencies. The participants revealed that developmental education programs are essential in ensuring students master the skills set forth by the program to improve the student's academic abilities.

Research Question Two

What details of developmental education programs are perceived negatively by African American males? Schools should foster a school climate that promotes caring and learning (Sergiovanni, 1995). The findings in this study revealed that participants perceived instructors as having a lack of concern and unsupportive attitude toward African American male students that fit a stereotype which describes them as being unconcerned about their education. Knowing that a large number of the African American males are academically behind, the participants believed that instructors should review material and provide the students with extra help which will promote academic success. The participants believed that this could be done by upgrading the computer software programs, providing updated resources. Findings in this study revealed that instructors are not willing to go the extra mile to help African American male students realize their academic potential because of their physical appearance. Wiggan (2007) states that caring and concerned teachers influenced African American male students' academic outcome.

Participants perceived that instructors have conformed to the negative stereotypes toward African American male students. It was revealed that instructors perceived the African American male students as being lazy. With this image, instructors develop a stereotypical impression that African American male students are not serious about their education and that instructors feel that they are wasting their time trying to educate African American male students. Because of the stigma placed on African American male students, the instructors make very little effort to insure that the students master the objectives for the class. The study also revealed that the negative stereotype of the

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African American male students divest them of the possibility of academic achievement which can result in them dropping out of college.

With the negative stereotypes placed on African American male students and the developmental education program, the findings revealed that these students believe that they cannot be successful in the program. The findings revealed that the stereotypes placed on developmental education program and African American male students give the students a sense of insecurity. The lack of interest on the part of the instructor present an atmosphere that is not conducive for learning and forces the students to seek the vocational aspect of the community college. Therefore, the instructors should be tasked with the responsibility of dispelling negative stereotypes within the academic setting. Moreover, community college administrators are charged with the responsibility fostering a positive academic environment on the community college campus. The study revealed that this transition is very important for African American male students because it contributes to changing their perspective and dispelling the stereotypes perception of developmental education programs on community college campuses.

Lack of encouragement and educational support is great concern for the participants. The study revealed that instructors are not as dedicated when it comes to teaching the developmental education courses, because no college credit is awarded for enrolling in the class. Stewart (2008) supported this finding by revealing that high-achieving African American males excelled in academics when they had a friendly relationship with their teachers, and when their school encouraged them, supported them and was considerate of their needs. Ferguson (2002) noted that teachers must meet the individual needs of African American students by using appropriate instructional tasks to

accomplish academic objectives. The participants felt that African American male students need encouragement and individual assistance from their instructors. African American male students are perceived as being "slow" to catch on to the coursework and they have difficulty understanding the course material.

The participants believed that developmental education programs are designed to help struggling students with their coursework. However, instructors are focused on the educational skills that African American male students lack. Participants in this study believe that instructors should have a little more patience with them and offer encouragement and motivational tools. The participants believed that if those interventions are applied, African American male students would develop confidence and become successful in their education endeavors. Additionally, the participants believed that their success in the developmental program depends on whether instructors are willing to understand African American male students K-12 experience and gain an understanding of their environment. The participants revealed that instructors are not willing to understand the academic challenge of African American male students and they are not sensitive to their academic achievement. The findings confirm what Klauke (1989) who stated that school officials must meet educational needs of diverse groups. The participants suggest that community college leaders should incorporate alternative learning strategies in the program of study that is relevant to African American males and select instructors who are willing and have a desire to teach developmental education courses.

Research Question Three

What strategies can be implemented to change the African American males' perceptions of developmental education programs? Participants revealed that improving the quality of instruction, providing a positive educational environment, employing caring instructors, and providing motivational programs to meet the need of the students can help change the perceptions of developmental education program. The participants believed that their ability to succeed academically depends on their intrinsic motivational skills and the support and encouragement from their instructors. The participants emphasized that the solution to achieving academic success in developmental programs is to project a more proactive role in motivating African American male students to achieve academically. Additionally, the community colleges should recognize the academic achievement of those African American male students who fall in that stereotypical component. The participants revealed that educators should be knowledgeable of the educational needs of diverse students and develop strategies to increase academic success among African American male students. Overall, participants in this study wanted assurance that when they complete the developmental education program, they would be equipped with skills to succeed in a four year college. This is important because many African American male students drop out of college because they cannot complete developmental education course work.

Participants in this study believed that the community college leaders are capable of making changes to the developmental education program course of study to address the needs of African American male students. The community college leaders have the authority to enhance the developmental education program so African American males

could develop educational skills needed to become successful students. Schwartz (2001) stated developing a course of study incorporating diverse backgrounds is a way of insuring the student's success for African American male students.

The study revealed that improvements in the areas of counseling, tutorial and advisement can benefit African American male students, which are two essential elements in student success (Boylan, 1997). Counseling within developmental education programs provides African American male students with academic planning and a support system within the community college to encourage academic success (Boylan & Saxon, 2005). Students revealed that if there were an assortment of educational intervention that meet the need of African American male students enrolled in developmental courses, those who struggle academically are more likely to complete the developmental course, obtain an associate degree and enter a four year college with the skills, knowledge and disposition to earn a bachelor's degree. The study revealed that counseling program is very important. Effective counseling programs can foster intrinsic motivation, self confidence and also self-advocacy. These principles would allow students to learn how to promote themselves academically regardless of the negative stereotypes. Moreover, the counseling programs would help those students who will transfer to a 4-year institutions to seek a Bachelor of Science Degree.

Tutorial services are also effective elements to success of African American males who are enrolled in developmental courses. The data revealed that students have access to tutorial services; however most of the services are self-services. The participants revealed that more personal interaction from instructors and guidance counselors will make students felt that they are on the right track. Although the tutorial

programs provide academic reinforcement, it will provide a critical thinking element that will help American male students dispel the negative perceptions of developmental education programs, and promote the philosophy of developmental education to assist all students that are academically unprepared. In order for developmental education programs to be successful for African American male students, it is important that community college leaders invest in additional culture diverse programs within the developmental education programs and community college must be more attentive to the needs of the students who fell between the K-12 cracks.

Recommendations for Further Study

This study contributes to the research on the African American male perception of developmental education program on community college a campuses. Additional research is examining how African American male students' perceptions of developmental education program affect their academic success. A study of this magnitude would provide information on the power of mental attitude and self-motivation among African American male students. Conducting an evaluation of developmental education program on community college is a suggestion to insure that the needs of African American male students are met is essential. A longitudinal study of African American male students enrolled in developmental education programs could help to determine if their perceptions are true. As noted, a limitation of this study is that it only examined a total of 20 four African American male students from 3 of the twenty community colleges. Therefore, conducting a longitudinal study of African American male students' perceptions of developmental education programs on community college campuses can reveal a more precise outcome.

Community colleges should improve the quality of the supplemental computer based programs in the computer labs and colleges should consider offering online developmental education courses with virtual tutorials. This option should be offered to help students increase the confidence in their academic abilities; therefore, taking away the stigma of being labeled as underachievers. This would allow students to focus on their efforts of mastering the skills that they have missed at the K-12 level. Professional development in the developmental education pedagogy and cultural diverse classroom management should be considered for instructors who teach developmental education courses. Instructors who teach developmental courses should be passionate about teaching the courses and should have confidence in the students' ability to be academically successful. The community college leaders should research best practices methods for providing educational strategies to African American males enrolled in developmental education programs. The interventions obtained during the research will allow community college leaders and instructors to gain the knowledge, skills and disposition to provide students with the necessary academic tools to be successful.

The researcher suggests the following recommendations for administrators at the K-12 level and administrators at the community college level. These recommendations are relevant to changing African American male students' perceptions of developmental education program and foster academic success. The suggested research studies will reveal meaningful information to help community college leaders in developing academic strategies that will benefit African American male students and modify their unused academic potential. Moreover, there may be additional research to examine African American male students who are enrolled in developmental education courses and who

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were unsuccessful in their academics due to their perceptions of the academic programs designed to assist underprepared students. Family background, parental involvement family education background, and socio-economic should be taken into consideration. Additionally, research could provide needed information on the dropout rate and may answer the question as to why African American male students choose the vocational path.

Additional recommendation for future researchers is to examine how African American males' attitudes toward developmental education programs affect their academic success. A study of this magnitude could provide valuable information on the student's mental attitude, and enhance self-motivation skills among African American male students. The researcher recommends a research study to examine student- teacher relationship and academic attitude as it relates to the stereotypes placed on African American males enrolled in developmental education programs. Improving these components can foster academic success for African American male students. Another recommendation for a research study is to examine the effects of community college initiatives and mentoring program which can monitor the academic development of African American male students. This information could lend support for community college leaders to initiate programs and activities to support African American male students who are enrolled in developmental education courses.

Conducting a research study related to culturally sensitive instructors could provide valuable information on meeting the needs of African American male students enrolled in developmental education program. This type of study could provide insight on how instructors and community college leaders can best understand the mindset of African

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American male students and their environment. The outcome of the research will afford

community college leaders to implement structured activities, revise curricular materials,

and provide additional on campus and off campus resources that will help African

American male students be academically successful.

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APPENDIX A

APPROVAL FROM MISSISSIPPI STATE UNIVERSITY IRB

From: "jroberts@orc.msstate.edu" <jroberts@orc.msstate.edu>
Date: Tuesday, January 5, 2016 at 12:03 PM
To: "elw30@msstate.edu" <elw30@msstate.edu>
Cc: "Roberts, Jodi" <jroberts@orc.msstate.edu>, "Roberts, Jodi"
<jroberts@orc.msstate.edu>, "Stumpf, Dan" <ads124@colled.msstate.edu>
Subject: Study 15-368: Perceptions of African American Male Students Enrolled in
Developmental Education Programs in the Community College

Protocol Title: Perceptions of African American Male Students Enrolled in
Developmental Education Programs in the Community College

Protocol Number: 15-368

Principal Investigator: Mr. Eddie Lee Wells

Date of Determination: 1/5/2016

Qualifying Exempt Category: 45 CFR 46.101(b)(2)

Dear Mr. Wells:

The Human Research Protection Program has determined the above referenced
project exempt from IRB review.

Please note the following:

- Retain a copy of this correspondence for your records.
- An approval stamp is required on all informed consents. You must use
  the stamped consent form for obtaining consent from participants.
- Only the MSU staff and students named on the application are
  approved as MSU investigators and/or key personnel for this study.
- The approved study will expire on 5/31/2017, which was the completion
  date indicated on your application. If a! dditional time is needed, submit
  a continuation request. (SOP 01-07 Continuing Review of Approved
  Applications)
- Any modifications to the project must be reviewed and approved by the
  HRPP prior to implementation. Any failure to adhere to the approved
  protocol could result in suspension or termination of your project.
- Per university requirement, all research-related records (e.g. application
  materials, letters of support, signed consent forms, etc.) must be
  retained and available for audit for a period of at least 3 years after the
  research has ended.
- It is the responsibility of the investigator to promptly report events that
  may represent unanticipated problems involving risks to subjects or
  others.

This determination is issued under the Mississippi State University's OHRP
Federalwide Assurance #FWA00000203. All forms and procedures can be found
on the HRPP website: www.orc.msstate.edu.

Thank you fo! r your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at jroberts@orc.msstate.edu or call 662-325-2238.

Finally, we would greatly appreciate your feedback on the HRPP approval process. Please take a few minutes to complete our survey at https://www.surveymonkey.com/s/PPM2FBP.
Sincerely,
Jodi Roberts, Ph.D.
HRPP Officer
cc: Dan Stumpf, Advisor

APPENDIX B

PARTICIPANT'S DEMOGRAPHICS DATA FORM

Personal Information

Name: _____ Age: _____

Phone Number: _____ Alternate Phone Number: _____

Email Address: _____

Mailing Address: _____
      Street Address

_____
City   State   Zip Code

College in Attendance

Name: _____

Address: _____
Street Address

_____
City   State   Zip Code

Telephone Number: _____

Classification: _____

Developmental course/courses enrolled: _____

Interview Date and Time
Interview Date Time: Please Select One

	Day 1:	Monday	Time: 5:00p.m.
☐	Day 1:	Monday	Time: 5:00p.m.
☐	Day 2:	Tuesday	Time: 5:00p.m.
☐	Day 3:	Wednesday	Time: 5:00p.m.
☐	Day 4:	Thursday	Time: 5:00p.m.
☐	Day 5:	Friday	Time: 5:00p.m.
☐	Day 6:		

Other (if the dates above are not convenient, please fill in a date and time that is more convenient)

_____   _____
Day   Time

I am interested in participating in this survey and give Eddie L. Wells, Jr. consent to contact me for interviewing.

_____   _____
Participant's Signature   Date

APPENDIX C

INTERVIEW PROTOCOL FORM

Pre-Interview Checklist:

☐ Purpose of Study ☐ Confidentiality ☐ Length of Interview ☐ Review Consent Form
☐ Signature on Consent Form

Perceptions

1. Share some things about yourself.
2. Discuss the developmental courses you are taking.
3. Discuss your education background from elementary school to high school.
4. Describe your academic performance since your enrollment on campus.
5. Discuss the academic environment of this campus.
6. Discuss your knowledge of Development Educational Program.
7. Discuss your attitude, thoughts and behavior as you set in your developmental class.
8. Discuss how being enrolled in developmental add to your academic success.
9. Discuss the educational history of your immediate family.
10. Share the role of your parents in your education from K-12 to present.
11. Discuss factors that may hinder you from achieving academic success.
12. Discuss the advantage and disadvantage of being enrolled developmental courses.

Post-Interview Checklist:

☐ Thank Participant ☐ Questions ☐ Confidentiality