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Andragogy in One Community College: A Study of Students' Attitudes and Perceptions Toward Reading and Writing Following the Completion of a Concurrent Acquisition One-Semester Developmental English Course

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LOYOLA UNIVERSITY CHICAGO

ANDRAGOGY IN ONE COMMUNITY COLLEGE:
A STUDY OF STUDENTS' ATTITUDES AND PERCEPTIONS
TOWARD READING AND WRITING FOLLOWING THE COMPLETION
OF A CONCURRENT ACQUISITION ONE-SEMESTER DEVELOPMENTAL
ENGLISH COURSE

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN CURRICULUM AND INSTRUCTION

BY

MICHELE MURPHY FROEHLICH

CHICAGO, ILLINOIS

DECEMBER 2014

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I wish to humbly thank the Lord, my God and the Blessed Virgin Mary for my family, all the wonderful people with whom I have crossed paths, and all the blessings extended to me throughout my lifetime – especially for enabling me to complete this lifelong dream.

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DEDICATION

Dedicated to my husband, Will, a prince among men, who without his continuous love, patience, support, and encouragement, I would still be thinking about completing my dream.

Also, dedicated to our children, their spouses, and our grandchildren. I sincerely hope that with God's blessings, they will always have the support and encouragement to follow their hopes, dreams, and aspirations.

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ABSTRACT

The purpose of this study was to explore if student attitudes and perceptions changed toward reading and writing after participation in and completion of a one-semester dual-enrollment mandatory developmental non-credit reading and/or writing course combined with a concurrent acquisition general education three-credit-hour English 101 course.

The subjects were nine voluntary participants in the dual-enrollment Accelerated Learning Program 099 and English 101. The classes were offered in a suburban community college close to a large metropolitan city in the Midwest and taught by the same instructor.

A mixed methods approach, that is, descriptive-qualitative/ethnographic was used in this study. Descriptive data were used for the quantitative design and included study data from: (1) the Mikulecky Behavioral Reading Attitude Measure and (2) the Daly-Miller Writing Attitude Survey administered at the beginning and near the end of the course. Using descriptive statistics, survey data were analyzed. Raw data from the surveys determined percentage rates of response for each question or a combination of questions. Results were summarized using tables that reflected responses to the two research questions posited for this study.

The ethnographic data were used for the qualitative design and included data from one-to-one student and instructor study participant interviews conducted near the end of

the course. These interview questions were related to developmental reading and writing education at the community college and used as a way to triangulate or establish converging lines of evidence.

Results of the study may suggest that in order to provide developmental education in reading and writing for students entering our community colleges with reading and writing skill deficits, factors such as listening to the students' perspective, offering smaller class size, developing classes as learning communities, providing time and commitment for individualized instruction, offering dual-enrollment classes that earn college credit, and providing knowledgeable, caring, and supportive instructors may help to enable students to experience a positive increase or change in the perception or attitude of their reading and writing and build reading and writing skills in order to advance into college courses, earn a degree, and ultimately, enter the job market.

CHAPTER I

INTRODUCTION AND BACKGROUND OF STUDY

Educating to Compete in the Global Economy

In our knowledge-based global marketplace of the 21st Century, a well-educated population is the key to our nation's innovation, economic development, and ability to compete. This need is confirmed by data from the Bureau of Labor Statistics which show that 90% of the jobs in the fastest growing occupations require some level of postsecondary education and training. (U.S. Chamber of Commerce Postsecondary Policy Declaration, 2010, p. 1)

The United States is competing in a global market with countries that have amplified their educational demands on their populace and have supported those demands with an educational system that sustains the country's emergence and success in the global market. Americans have been known for their optimism. Throughout history, citizens have envisioned the impossible and worked to make their dreams a reality. The 20th century witnessed many unique times when the nation's elected leaders engaged public resources to do 'the impossible.' Through these efforts was built a great society at home and the world's most powerful nation in global affairs (Gunderson, 2009).

According to the National Center on Adult Literacy (NCAL), "mounting pressures [exist] facing the U.S. workforce [resulting in] the increasing need for adult education and literacy" (Jones & Kelly, 2007, p. 1). This comes at a time when the worldwide economic crisis permeates the nightly news. To compound the problem, the United States is threatened with losing its economic edge as a result of its best-educated workforce nearing the age of retirement. Furthermore, according to the NCAL in May,

2007, those currently entering the workforce have not achieved the superior education levels of those reaching retirement age.

About 8,000 people turn 60 every day. As these ‘baby boomers’ leave the workforce, their places are being taken by the smaller cohort of workers born in the mid-to-late 1990s and early 2000s. As a result the U.S. workforce is increasing more slowly and, without intervention, is likely to become less educated on average. (Reach Higher, America: Overcoming Crisis in the U.S. Workforce, 2008, p. 2)

“As other countries show consistent decade-to-decade progress in enhancing the educational levels of their adult populations, the U.S. has been stuck at essentially the same level for 30 years” (Jones & Kelly, 2007, p. vi).

For many students, there is a disconnect between what high schools require for graduation and what colleges seek. Traditionally, that gap has been bridged by remedial courses - high school English, even middle school math - taught in college. Nearly 45% of community college students and 27% of four-year college students have taken at least one remedial course, according to the National Center for Education Statistics. Thomas Bailey, director of the Community College Research Center at Teachers College, Columbia University, said his research showed that the remedial rate for community college students may be closer to 60% (Lubrano, 2011. alubrano@phillynews.com).

Moreover in the U.S., about 40% of all students entering postsecondary education in recent years have required remedial courses prior to enrolling in credit-bearing courses. The problem is significant at all institutions but exceptionally dramatic at two-year colleges where about 60% of entering students require remediation. Unfortunately, students taking remedial courses are much less likely to graduate with a postsecondary

degree than those not needing remediation (Complete College America Transform Remediation: The Co-Requisite Model, 2011).

Many students entering college are assessed as underprepared for one or more of the rigorous subject classes of reading, writing, and mathematics demanded in college level courses and as a result, are unable to enroll in a four-year institution. An alternative to the four-year college is the community college.

Almost half of all college students in the United States now attend community colleges. These 1,202 institutions are the engine of the country's economic development and builder of communities. Dr. David Breneman of the University of Virginia commented that most higher education research and media focus on the 20% of the American student population who go to the colleges that he terms, *the snooties*. The resulting perspective distorts the picture of the remaining 80 percent of Americans in colleges today. Yet it is the 80 percent, Breneman maintains who will make or break America's success in the global, knowledge-based economy. (Mellow & Heelan, 2008, p. xv; Breneman, 2006)

Historically, most community colleges assess their entering students and identify them as possessing the necessary skill levels to attain success in their chosen program. In many U.S. community colleges, if the assessment score of the incoming student falls below the college or university benchmark score, the student is identified as underprepared and placed in a developmental program designed to increase skills.

“More than half of recent high school graduates who enter postsecondary education through community colleges enroll in at least one remedial or ‘developmental’ course in math, reading, or writing” (Attewell, Lavin, Domina, & Levey, 2006, p. 886).

“Developmental courses are defined as classes or coursework below college-level offered at a postsecondary institution” (Calcagno, 2007, p. 1). However, C.A. Kozeracki (2002) defines developmental courses as including freshman seminars, critical thinking,

study strategies, orientation courses, some freshman composition classes and pre-college reading, writing, and low-level math courses.

A handful of recent studies have used rigorous statistical methods to compare the success of students who enroll in developmental courses with that of similar students who enroll directly in college-level courses. These studies generally show little positive effects for developmental education, although their results are most reliable for students at the upper end of the developmental range—that is, for students who are assigned to remediation but who score near the developmental ‘cut-off’ point on placement tests (Bettinger & Long, 2005; Calcagno & Long, 2008; Martorell & McFalin, 2007).

In February 2009, the researcher visited an urban Midwest community college to evaluate a literacy software support program under consideration for secondary school at-risk readers and writers. The researcher had the opportunity to speak to Robert, a 55-year-old male, a current student who agreed to demonstrate the software program in the computer lab. He provided a snapshot of what was in store for the “new” population entering the 21st century job market.

Robert is a typical example of the adult student addressed in the NCAL report. He is a United States public high school graduate, currently employed as a heating and air conditioning repairman who is concerned with his lack of reading ability and technology proficiency. He recognizes that his slow reading rate, coupled with his inability to use technology, is keeping him from advancing in his career. He is fearful of a layoff because younger repairmen with better reading and writing abilities and more proficient with technology are surpassing him. He took a test for a higher certification at his

employment and failed with a score of 40%. He attributes his failure to his slow reading rate resulting in his inability to complete the test. As a result of this failed experience, he is spending two days per week at the community college with a developmental reading program tutor and in the technology lab with the literacy-support software in order to improve his reading, writing, and technology skills and ultimately to advance his ranking and position in his company.

Also in the lab that day practicing with the software are two ELL students, Anna and Manny. They oblige the researcher with a demonstration of the literacy-based software and conversation on how it aids each of them as English language learners. Anna is another example of a “new” student. Anna is an ELL student who emigrated from Romania in her junior year of high school. She is a high school graduate and her conversational English is good, but she has difficulty reading and writing English. She learned to read in her first language, Romanian, in Eastern Europe, but attended school in Romania only until she was in the third grade. She shared that she wants to earn an associate’s degree in nursing and secure a position as a nurse in a hospital so she can help support her brothers and sisters. Anna is attending the community college developmental program, practicing her English skills in the computer lab, and working with her tutor three days per week to improve her literacy skills.

A third example of the “new” community college student is Manny, also an ELL student. Manny was born in Central America, lived there with his grandmother, and attended school daily in El Salvador until the fourth grade. After that, he attended school sporadically until he immigrated to the United States and was placed into a seventh grade

class. Manny was assessed in high school and diagnosed as having special education needs; consequently, special education services were provided for him. Manny shared that his goal was to earn an associate's degree in business and become an office manager, so he enrolled in a developmental reading and writing program, has a special education mentor, and practices his English skills in the computer lab three days per week.

All three students were graduates of U.S. public high schools and were currently enrolled in the community college developmental literacy program. All three students commented that they felt underprepared by their secondary school experience because of their failure to earn the benchmark scores in the entrance assessment that would enable them to proceed into the courses of their chosen fields. In order to progress into community college credit courses, all three are enrolled in a developmental course which includes instruction in reading, writing, and technology to assist them in reaching their goals. Each student is lacking literacy skills and needs additional educational support in order to achieve his/her goals. All are from different circumstances, but each attributes his/her learning difficulty to a lack of reading and writing proficiency stemming from either poor, mediocre, or no reading/writing support in his/her secondary experience.

In the June 1, 2005 issue of *Journal of Adult and Adolescent Literacy*, Carol M. Santa states in her article, that

more than eight million students in grades 4-12 are struggling readers; every school day, more than three thousand students drop out of school; only 70 percent of high school students graduate on time with a regular diploma; 53 percent of high school graduates enroll in remedial courses in post-secondary schools. The [Reading Next, A Vision for Action and Research in Middle and High School Literacy] authors conclude that the heart of the problem has to do with poor reading comprehension. Most older struggling readers 'can read words accurately, but they cannot comprehend what they read.' Their central

conclusion is that students ‘lack the strategies necessary for comprehending what they read’. (p. 3)

Dr. Santa highlights the lack of reading instruction in the secondary school and the subsequent need for developmental or remedial courses for those high school graduates who are unable to achieve success in their chosen courses in college without remediation. While postsecondary education in the United States has already achieved key successes in the innovation economy, the public postsecondary education system overall risks falling behind its counterparts in many other nations around the world—places where there have been massive efforts to link postsecondary education to the specific innovation needs of industries and regions. *‘Innovation America: A Compact for Postsecondary Education’* focuses on how states can better align postsecondary education with their economic needs, positioning them to compete in the global economy by producing a highly-skilled workforce and by unleashing postsecondary education institutions’ power to innovate (National Governors Association, 2007).

Innovation America: A Compact for Postsecondary Education in America (2008) identifies educational deficiencies in U.S. postsecondary education (reading, writing, and mathematics and focuses on solutions to transform them. The compact formulated by the National Association of Governors (2007) focuses on how states can “align postsecondary education with their economic needs, positioning them to compete in the global economy by producing a highly-skilled workforce and by unleashing postsecondary education institutions’ power to innovate” (p. 1).

The National Association of Governors was joined and supported in this endeavor by various U.S. industries and foundations: Ford Motor Company, Bill and Melinda

Gates Foundation, Intel Foundation, Ewing Marion Kauffman Foundation, Pew Center on the States, Scholastic, Inc., Alfred P. Sloan Foundation, and Verizon Foundation. The goal of this collaborative effort with its corporate sponsors is “to drive the innovation agenda forward, states—and this nation—will be rewarded with world class schools, teachers, and research institutions, and globally competitive industries and regions” (National Association of Governors, 2007, p. 2).

As a result of the implementation of the *Innovation America Compact*, it is predicted that better educated and more literate adults fare better in every way with: higher rates of employment and better jobs, substantial increases in personal income and individual economic well being, dramatically increased fiscal contributions to government at all levels, greater success for their children as the educational levels of parents and caregivers rise, increased voter participation, higher rates of citizenship for foreign-born immigrants, enhanced volunteerism and civic engagement, and better health and more effective healthcare. (National Commission on Adult Literacy, 2008, p.4)

With such action policies as outlined in *Innovation America: A Compact for Post Secondary Education in America*, *Reading Next*, and *Becoming a Nation of Readers*, the strengthening of the U.S. educational system will become reality and will “align the nation’s existing adult basic education and workforce skills systems to address the priority education needs of American adults, who in staggering numbers lack skills needed for college and jobs” (National Commission on Adult Literacy, 2008, p. 4).

In June 2008, *Reach Higher, America: Overcoming Crisis in the U.S. Workforce*, a report from the National Commission on Adult Literacy concluded that the present situation (in adult literacy in the workforce and post-secondary education) threatens not only America’s ability to compete in the world economy, but also its civic preparedness, its national security, and its very democratic core... The National Commission on Adult

Literacy calls on Congress to transform the adult education and literacy system into an adult education and workforce skills system with the capacity to effectively serve 20 million adults annually by the year 2020.

Underprepared Student Population

In order to ameliorate the basic skills and ensure the chance for success in college for the underprepared students, developmental studies courses have been introduced into the community college curriculum.

Approximately 24 percent of native-born speakers of English and 61 percent of foreign-born speakers of other languages are functionally illiterate, with severe difficulty reading text such as newspapers and literature (Tuijnman, 2000). While many of the same individuals are at least moderately satisfied with their skills (Sticht, 2001), suggesting a discrepancy between test scores and self-perceptions, 40 million adults enrolled in adult basic education (ABE) programs between 1990 and 2000. (Perin, 2003, p. 1)

As defined by Hunter Boylan, Director of the National Center for Developmental Education (NADE) and Professor of Higher Education at Appalachian State University,

the term developmental education refers to a continuum of courses and services ranging from tutoring and advising to remedial coursework on college and university campuses. Developmental education is necessary because colleges and universities have set their standards for academic skills at a level beyond that of many high school graduates ... There is generally agreement that the skills taught are at the precollege level [in the developmental classroom]. (p. 7)

By stating that the remedial function becomes the 'clean up batter' for many public high schools, we are demonstrating that community colleges achieve the high-school-level preparedness that students did not achieve previously. And by claiming that Developmental Studies is the 'pinch hitter' for American industry, we are reminding the reader of the power of providing basic skills instruction to adults who cannot work without possessing (minimally) reading, writing, computing, and critical thinking skills commensurate with the needs of industry. It is the singular invention and ongoing refinement of Developmental Studies that has allowed community colleges to provide the essential underpinning to the American learner landscape. (Mellow & Heelan, 2008, p. 172)

Within the present demographics of the growing population and the current data on student levels of academic achievement (see Chapter II), research shows that the K-16 educational route in the U.S. is seriously detoured at every juncture.

Study Purpose

The purpose of this study is to gain insights into how student attitudes and perceptions concerning reading and writing change after supplementation by a one-semester mandatory community college Accelerated Learning Program Developmental English course, and to gain insights into how students define and achieve success in a community college one-semester mandatory Accelerated Learning Program (ALP) English Course with dual enrollment in English 101.

The Accelerated Learning Program

The Accelerated Learning Program of this urban community college, Blue Ribbon Community College (BRCC) is one of over 160 in the United States modeled after the Accelerated Learning Program Model created by Dr. Peter Adams of the Community College of Baltimore County in order to improve the success and retention rate of developmental students. In a study conducted by the Community College Research Center (CCRC) of the Teacher's College of Columbia University,

results suggest that among students who place into the highest level of developmental writing, participating in ALP is associated with substantially better outcomes in terms of English 101 completion and English 102 completion, the two primary outcomes ALP was designed to improve. In the sample used in the CCRC study, 82% of ALP students passed English 101 within one year, compared with 69% of non-ALP English 052 students. More than a third (34%) of ALP students passed English 102, compared with only 12% of the non-ALP English 052 students. (Jenkins, Speroni, Belfield, Smith-Jaggars, & Edgecombe, 2010, p. 1)

The Study Population

The students in this study were Blue Ribbon Community College students enrolled for one semester in the mandatory community college – ALP developmental English Course which combines English 099 in its various permutations. For example, depending on a student's reading score, they took a 6 hour class combining instruction in reading and writing (Eng 099A), or if they tested out of the reading requirement, they took a three hour accelerated course in English 099 combined with either English 101 (099 B) or with a general education course like Psychology or Political Science. However, for this study the courses were English 099A or 099B combined with English 101. This Accelerated Learning Program permitted upper-level developmental reading and writing students to enroll directly in English 101 (ENGL 101) while simultaneously taking the companion course (English 099A or 099B) which was taught by the same instructor and provided additional academic support. The aim of the ALP course, which had only eight students per classroom, was to help students maximize the likelihood of their success in English 101. (Eng. 099 LC and Eng 099 LCB – LC stood for learning community and B indicated that they tested out of reading and needed only the 3 hour course in developmental writing.) The students in the three hour sections combined with the college level course earned three hours of college credit on completion of one of these options (Solberg, e-mail correspondence).

This study was undertaken to learn about student attitudes and perceptions prior to and after completion of a one-semester mandatory community college developmental ALP English class with a focus on reading and writing by studying the following:

- (1) whether student attitudes and perceptions changed toward reading following the completion of a one-semester mandatory community college ALP developmental English course;
- (2) whether student attitudes and perceptions changed toward writing following the completion of a one-semester mandatory community college ALP developmental English course.

Student Attitudes and Perceptions of Developmental Programs

Very little research is available on student attitudes and perceptions in developmental education classes in community colleges. Dr. Delores Perin, Associate Professor of Psychology and Education, Coordinator of the Reading Specialist Program, and Senior Researcher at the Community College Research Center, Teachers College, Columbia University confirms this when commenting about community college developmental programs when she says, “Scant information is available on the student perspective” (Perin, 2008, p. 14).

Statement of Research Questions

The following research questions were addressed:

Research Question 1: Do student attitudes and perceptions change toward reading following the completion of the one-semester-mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected near the completion of the Course?

Research Question 2: Do student attitudes and perceptions change toward

writing following the completion of the one-semester-mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected near the completion of the Course?

Definitions

ABE – Adult Basic Education is a name given to courses in a community college that are preparatory and consist usually of literacy, math, and study skills. These usually non-credit courses prepare students for the rigor of college courses.

Academic support programs – The goal of Academic Support Programs is to offer comprehensive coursework and services to both native and non-native speakers of English with the goal of helping students to succeed in their studies. Following careful assessment of student academic skills, the focus of the program is on academic instruction, tutoring, reading, writing, critical thinking and mathematics capabilities.

Accelerated Learning Program (ALP) – The Accelerated Learning Program (ALP) permits upper-level developmental reading and writing students to enroll directly in English 101 while simultaneously taking a companion course, taught by the same instructor, that provides extra academic support. The aim of the ALP which has only eight students per classroom is to help students maximize the likelihood of their success in English 101.

Associate Degree – An associate degree is an “academic degree completed after about 20 classes” and awarded by community colleges, junior colleges, four-year universities, business colleges, and some bachelor’s degree granting colleges.

Basic skills program – often a name given to courses in a community college that are preparatory and usually consist of literacy, math, and study skills. These usually non-credit courses prepare students for the rigor of college courses.

CACGP – College Access Challenge Grant Program – The purpose of the College Access Challenge Grant Program (CACGP) is to foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

Certification – an award given to a student who completes a specific vocational or occupational course.

Community college – “defined as a comprehensive public two-year college which offers academic, general, occupational, remedial, and continuing adult education” (The Carnegie Commission on Higher Education, 1970, p. 11).

COMPASS – Computer-Adaptive College Placement Test – published by the ACT helps educators:

- quickly evaluate incoming students' skill levels in Reading, Writing Skills, Writing Essay, Math, and English as a Second Language
- place students in appropriate courses
- connect them to the resources they need to achieve academic success.

Compensatory or developmental education with its more holistic approach to student learning began to evolve almost 50 years ago. “in the late 1950s, we considered developmental education a philosophy that applied to any student and assumed that all

could improve their learning skills, and in my university, we worked from the weakest students to the best” (Piper, 1998, p. 36). “Developmental education incorporates human development theories, is intended to bring together academic and human support services to assist students in preparing to make choices appropriate to their current stage of development and is viewed as being appropriate for all students” (Kozeracki, 2002, p. 2). Casazza (1999) defines four underlying assumptions of developmental education that differentiate it from remedial education: (1) it is a comprehensive process, looking at the learner holistically; (2) it focuses on the intellectual, social, and emotional growth of the learner using learning theory to inform the process; (3) it assumes all learners have talents, and educators should identify and use them to support other areas; and (4) it is not limited to learners at any particular level. This conception of developmental education as being appropriate for a wide range of students is especially appropriate in light of the differing standards and criteria that each institution uses to determine which courses and students are categorized as ‘remedial’ (Lewis & Farris, 1996; The Institute for Higher Education Policy, 1998).

Developmental courses – defined as “classes or coursework below college-level offered at a postsecondary institution” (Calcagno, 2007, p. 1). Also, “includes freshmen seminars, critical thinking, study strategies, orientation courses, some freshmen composition classes and pre-college reading, writing, and low-level math courses” (Kozeracki, 2002, p.2).

Developmental education – is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory.

It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental education is sensitive and responsive to individual differences and special needs among learners. Developmental education includes, but is not limited to:

- all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction
- personal, academic, and career counseling
- academic advisement
- coursework

Developmental services include assessment, placement, orientation, tutoring, advising, counseling, peer support or supplemental instruction, early alert programs, study skills training, support groups and learning assistance centers” (Mellow & Heelan, 2008, p. 172; McCabe & Day, 1998).

Developmental Studies – “provides a remedial function by working with students not prepared for college-level reading, writing, and arithmetic. Developmental Studies has evolved as a collection of courses or a program of studies and also embodies a collection of services. Developmental Studies is a comprehensive and holistic process. It focuses on the intellectual, social, and emotional growth of the learner and uses learning theory to inform the process” (Casazza, 1999; Mellow & Heelan, 2008, p. 173).

English Language Learners (ELL) – a term used for English language students whose first language is other than English.

English as a Second Language (ESL) – a term used for English language students whose first language is other than English. Of the terms ELL and ESL, ELL is the newer of the two.

GED – General Education Development – Courses usually offered for a high school equivalency degree.

Junior College – is a private or a public two-year college that offers associate degrees for completed programs of study.

Learning assistance – term defined as instructional support; the assistance can be with tutoring, mentoring, or technology support.

MDC – Movement for Democratic Change helps communities develop programs so all students have the resources they need to get a postsecondary education and receive a degree or certification that leads to a better job. MDC's mission is to help organizations and communities close the gaps that separate people from opportunity.

NAEP - National Assessment of Educational Progress - Continuing national assessment of student performance and educational achievement in U.S. elementary and secondary schools, public and private.

NADE – National Association of Developmental Education – is an organization of postsecondary educators that seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.

NCAL – National Center on Adult Literacy – a research arm of the Graduate School of Education of the University of Pennsylvania studying areas concerning adult education and literacy.

NEIA – National Education Improvement Act of 1963 – an omnibus education bill that consisted of 14 parts and incorporated teacher salaries, vocational education, public libraries, student financial aid, higher education construction, and several other proposals, including adult basic education.

Occupational colleges “. . . also accredited two-year colleges that offer occupational programs, but are private rather than public” (Rosenbaum, Deil-Amen, & Person, 2006, p. 11).

Occupational degrees – “These associate degree conferring institutions train students for specific careers. In addition to taking general education classes—such as mathematics, writing, and speech—students take courses specific to an occupational major” (Crosby, 2002-03, p. 2).

Preparatory studies is a term used for remedial classes that are usually given to under-prepared students so that they can gain the basic skills to complete the rigors of college courses.

Remedial courses (or education) defined as “coursework below college-level offered at a postsecondary institution” (Calcagno, 2007, p. 1). The coursework most often includes study skills, reading, writing, and mathematics.

Supplemental instruction is used generally here to mean developmental education or basic education courses “although it is also used to refer to a particular approach to remediation” (Martin & Arendale, 1994; Calcagno, 2007, p. 1).

T.A.B.E. – Test of Adult Basic Education – a standardized test published by CTB/McGraw-Hill, LLC and administered to incoming college students by many community colleges to determine their academic skill readiness to take rigorous college courses.

Technical college or institute trains students for specific careers and offers certificates or associate degrees in vocational or occupational studies.

Transfer Degree is a type of associate degree in which all of the courses completed toward this degree will transfer to a four-year school (Crosby, 2002-03).

Vocational college trains students in specific careers and offers certificates or associate degrees in vocational or occupational studies.

Focus and Significance of the Study

The analysis of program effectiveness through student attitudes and perceptions may provide several important conclusions. First, if students completing the ALP developmental English course reach the course assessment benchmark in reading and writing and qualify to continue to take college level credit courses, then student attitudes and perceptions toward the ALP developmental English course may be positive. Second, findings may demonstrate that the remediation may prove to be effective for ALP developmental English course students, if after concluding the remediation, students’ responses regarding their attitudes and perceptions toward reading and writing are

positive. Finally, ethnographic data from the MBRAM, the DMWAS, and Student and Instructor Exit Interviews collected in the beginning of the class in early-February and near the completion of the class in mid-April may include evidence from the responses that student attitudes and perceptions toward their reading and writing in the future are confident and positive.

CHAPTER II

REVIEW OF THE LITERATURE

The extension of the years of free education through the establishment of local two-year colleges has been the expression of a new social policy of the nation. Or perhaps I should say further thrust of an old policy. For one could simplify the history of American public education in the last hundred years by noting the steps in the movement to make universal the opportunities hitherto open only to the well to do. First came the provision of elementary schooling at public expense; then came the free high schools and efforts to provide instruction for a wide variety of talents (the widely comprehensive four-year high school); lastly, the growth of the equally comprehensive public two-year college, the open-door college, as it has been sometimes called. (Conant, 1970, p. iii)

After World War II, everyone agreed that something had to be done to help servicemen and women assimilate into civilian life. In 1947 the *Commission on Higher Education*, established by President Truman, endorsed the concept of college education for the general public, not just for those who could afford the traditional four-year college education. It was the recommendation of the Truman Commission that public community colleges act as a vehicle for making this feasible. The Truman Commission was considered by many to be the watershed event, marking the transition from junior colleges and vocational schools to comprehensive community colleges (Reuben & Perkins, 2007).

The Commission's report (President's Commission Report, Higher Education for Democracy) was, in many ways, prescient. In addition to foreseeing an incredible growth in interest on the part of Americans in college attendance, commissioners lobbied for a number of policies that would become important features of American higher education

in the late twentieth century, including the expansion of public higher education, particularly two-year institutions which the Commission renamed ‘Community Colleges’ rather than ‘Junior Colleges,’ federal financial aid programs, and the end to discrimination based on religion and race (Reuben & Perkins, 2007).

In 1957, President Eisenhower called a second commission, *Committee on Education Beyond the High School* that had a similar conclusion to the Truman Commission that community colleges were the best way to meet the nation’s critical needs for higher education.

President Lyndon Johnson committed his administration to “waging ‘War on Poverty’” and pushed the education bills forward. The Economic Opportunity Act of 1964 and the resulting Office of Economic Opportunity (OEO) were the House and Senate’s answer to the “War on Poverty.”

By the end of 1964, major bills for vocational and higher education were signed into law. First, 12 of the less controversial parts of the NEIA of 1963 became law in 1964. Second, President Johnson signed the Economic Opportunity Act in August of 1964, resulting in the Adult Basic Education Act, which authorized OEO to make “grants to state education agencies to advance adult literacy. [On March 1, 1966] OEO promptly assigned administration of the two new programs to the U.S. Office of Education” (Reuben & Perkins, 2007, p. 2).

In the past, other institutions of higher learning achieve excellence by keeping people out. Most four-year colleges skim the ‘cream’ of learners for their student bodies. Community colleges, on the other hand, achieve their excellence by allowing adults who desire an education to enter higher education at whatever skill level they have achieved. When these adult students leave the community college, they are the ‘cream’—prepared to enter any baccalaureate program they

desire...these students are in the program that assists students who are unprepared for college to become 'cream'. (Mellow & Heelan, 2008, p. 172)

The aforementioned were some of the problems that community colleges faced but what were some of the solutions? Goodman and King-Simms maintained

states can greatly improve their learner outcomes by implementing a public policy agenda that recognizes the looming college participation gap. By creating policies that support remediation, including adult learning goals in strategic planning, linking educational services to identified needs, providing financial aid to part-time students, and recognizing that providing access does not necessarily constitute success, states can move forward in reforming education to better support and facilitate economic success. (Mellow & Heelan, 2008. p. 172)

One of the most significant problems facing today's community colleges was identified as the diversity of the needs of the population. Needs were diverse because the population was more diverse than the mostly 18-year-old community college population of the 1960s and 1970s. The community college student population of 2010 covered: first generation college students, English language learners (ELLs), high school graduates with basic skill deficiencies, older students studying for career advancement or change, veterans, special education students, students requiring financial aid, single parents requiring childcare, part-time students, students working full time and taking classes, students working for a GED, students with scheduling difficulties available only for online classes, and students desiring to earn vocational training or an occupational certificate. The current community college student matriculated at many varied levels of education; some entered with fine basic skills taking core courses; others were required to take developmental classes for basic skills support in reading, writing, and math in order to achieve success in rigorous college core courses.

In order to achieve the “American Dream” and a college education, many incoming students who scored below the community college benchmark score on the admission assessment were facing mandatory developmental classes prior to enrolling in college core courses. This was not solely an ELL or minority issue, but also an issue that included the majority population as well. Within the current demographics of the growing population and the current data on student levels of academic achievement, the K-16 educational route in the U.S. was seriously detoured at every juncture. Why?

- Too few students completed high school
- Too few high school graduates and GED certificate holders went to college
- Too few college entrants earned degrees

Traditional conceptions of these students in the past have perpetuated deficit models and definitions focusing on their ‘lack’ of some kind (e.g., skills, grades, test scores), using terms such as ‘remedial’ to describe the kinds of course work and programs that supported their transition into higher education. These perceptions about students have persisted in popular debates across the educational continuum. (Beach, Lundell, & Jung, 2007, p. 1; Kozol, 1991; Rose, 1989; Roueche & Roueche, 1999)

Community College – Local

There was little research concerning successful community college developmental courses and that does not bode well for the United States. In the present and in the future, how are the community colleges going to serve the stakeholders in the United States educational system without documented success with effective models and the research to tease out performance success indicators?

Literacy in the United States

Robert Gundlach in his 1990 paper presented at the Perspectives on Literacy Conference for the National Council of Teachers of English, “What It Means to Be Literate,” addressed the work that teachers and schools did and do in readying their students for literacy—no matter their age, education or experience. Gundlach reflected, ...my sense of what it means to read and write is largely governed by a conception of writing as a way of speaking, a way of saying something to someone, and by a complementary conception of reading as a way of being spoken to, a way of listening. Becoming literate, as I understand it, is a dimension of language development. To study reading and writing is to study the development of uses, forms, and processes of language.

At the time, Gundlach was speaking about young children learning literacy skills, but Dr. Gundlach and other educators knew that the study of language and literacy (reading, writing, listening, speaking) was the foundation for communication and articulation in the world and in the workplace.

But what about the continuing study of language and literacy through the years of primary, elementary, secondary, and postsecondary U.S. education? “Our schools seem best prepared to teach children in the primary grades” (Sejnost, 2003, p. 4; Showers, Scanlon & Schnaubelt, 1998). This was shown in the fact that state allocation of funds for reading were most often directed to the elementary schools as lawmakers seemingly assumed that reading continued to develop in a student automatically once the

fundamentals were mastered. In addition, Title IX federal funds were most often dedicated to the struggling elementary school reader. Research revealed the lack of national, state, and local interest in funding programs for struggling, adolescent readers. “Research at both the state and national levels showed that students experienced a declining interest and slowing development in reading throughout the middle and high school grades” (Farr, Fay, Myers, & Ginsberg, 1987, chapter 36, p. 1).

For the last 30 years, *The National Assessment of Educational Progress Report* (NAEP) has supplied data on what American students know and can do in core academic subjects-science, mathematics, reading, writing, and within the decade-geography, history, civics, and the arts. The NAEP test were the only tests using nationally representative samples of United States students-national samples of 9-, 13-, and 17-year old students that could be used to track long-term national trends and accurately measure differences between states.

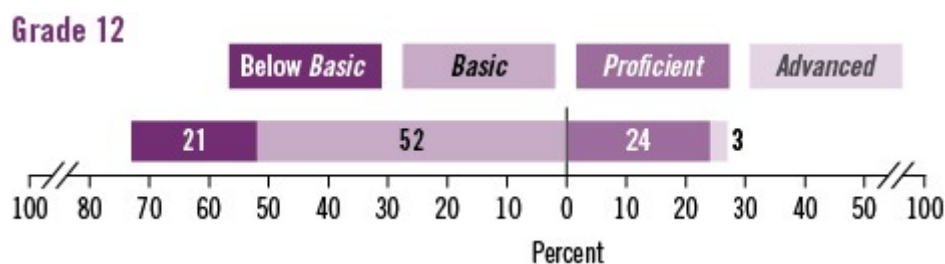
The skills and abilities demonstrated by students performing at different points on the reading scale helped provide additional context for understanding changes in students’ performance over time. While there have been some increases in the percentages of 9- and 13-year olds at different levels (included in the 2011 NAEP Reading Report), the percentages of 17-year olds (not included in the 2011 NAEP Reading Report) at different levels have not changed significantly in comparison to 2004 or 1971 (National Center for Education Statistics, 2011, *The Nation’s Report Card: Reading 2011* [NCES 2012-457]).

In writing, approximately 20% of students in grade 8 and grade 12 performed at *Below Basic* which denotes less than partial “mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade” (U.S. Department of Education, 2011). The result means that 20% of U.S. students are performing below standards in writing.

In April 2005, the NCTE published the “NCTE Principles of Adolescent Literacy Reform” which identified “the problems of adolescent literacy and outlined reforms NCTE identified as necessary to address them” (NCTE, 2005). The NCTE and the IRA joined together to create the Standards for the English Language Arts which were guided by the belief that “all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society” (<http://www.readwritethink.org/about/standards.html>). In another collaboration of the two groups, this time in 2009, the NCTE and the IRA revised the 1994 Standards for the Assessment of Reading and Writing.

Table 1

Achievement-level Results in Twelfth-Grade NAEP Writing: 2011



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Writing Assessment.

Literacy Education Issues in High School and College

Over the past years, the Carnegie Corporation of New York (Carnegie; <http://www.carnegie.org/>), the Bill and Melinda Gates Foundation (Gates; <http://www.gatesfoundation.org/>), and the W.K. Kellogg Foundation (Kellogg; <http://www.wkkf.org/>) earmarked research funds to set literacy policy and for literacy research. These particular groups formed a partnership, along with other philanthropic organizations, “in a major national initiative to establish ‘early college’ high schools. These high schools offered students the opportunity to earn two years of college credit while still earning their high school diploma usually through collaboration with community colleges” (Carnegie Corporation of New York, 2003, p. 17). Adolescent literacy was at the forefront of these initiatives because of the concern about “students’ lagging literacy skills” (p. 17). At the heart of the Gates grant-application process was the statement of how adolescent literacy fits in with the Foundation’s goals and objectives, “Literacy is seen as a foundational skill that needs to be in place for progress in all the other disciplines and for real academic success” (Gates; <http://www.gatesfoundation.org/>). In addition to the Carnegie, Gates, and Kellogg Foundations, other private sources of funding such as the Rockefeller Foundation and the Hewlett Foundation supported and still do support literacy research and programs.

However, the U.S. Government played the dominant role in adolescent literacy research and funding. The Institute of Education Sciences, the National Science Foundation, and the National Institute of Child Health and Human Development collaborated to support the Interagency Education Research Initiative that was designed

to improve academic achievement by first researching the effectiveness of educational innovations and then implementing the effective ones. Another collaborative government effort was the sponsorship of the National Literacy Panels by the Institute of Educational Sciences (IES), the National Institute of Child Health and Human Development (NICHD), and the office of Vocational and Adult Education (OVAE). The purpose of this initiative was to “develop new knowledge of the cognitive, perceptual, behavioral, and other mechanisms underpinning the continued development of reading and writing in adolescence” (Carnegie Corporation of New York, 2003, p. 23).

The road to improvement in adolescent literacy was long and difficult, and still not fully explored. According to the “NCTE Principles of Adolescent Literacy Reform: A Research Brief” published in 2006, “reform in adolescent literacy requires a recognition of the seriousness of the problem as well as the reconceptualization of the role of the secondary school teachers in all fields, including the introduction of new approaches to teaching, new forms of collaboration, and systematic assessment of results” (Carnegie Corporation of New York, 2003, p. 16). The brief went on to say that “according to research, professional development provided the most growth in student achievement and identified the literacy coaches as those who can provide the most effective form of professional development. However, it will take approximately ten thousand literacy coaches to help the nine million fourth- through twelfth- graders who struggle with reading” (Sturtevant, 2003, p. 12).

In order to study the literacy needs of U.S. adults, The National Commission on Adult Literacy issued *Reach Higher, America: Overcoming Crisis in the U.S. Workforce* in June of 2008. In the Executive Summary of the report,

The National Commission on Adult Literacy calls on Congress to transform the adult education and literacy system into an adult education and workforce skills system with the capacity to effectively serve 20 million adults annually by the year 2020. The Adult Education and Economic Growth Act is at the very heart of the commission's action plan. . . The proposed legislation will strengthen and align the nation's existing adult basic education and workforce skills systems to address the priority education needs of American adults, who in staggering numbers lack skills needed for college and jobs. Adults who enroll in this new adult basic education system will be better prepared to enter and succeed in postsecondary education and job training and will move more seamlessly into well-paying jobs of the future. (Executive Summary: National Commission on Adult Literacy, 2008, p.2)

Literacy in the Community College

In the U.S. today, there is a “melting pot” of diversity with many cultures, languages, and ethnic groups clamoring to be educated in order to advance themselves toward the “American Dream.” At U.S. community colleges, discussions occurred and are occurring that address the shifting demographics of the student population and the community college challenge to provide everyone the education for the “dream.” In the last 50 years, student demographics have changed dramatically. For example, in the elementary, secondary, and postsecondary schools in the U.S., the student demographics evolved from mostly all the students whose first language was English to a large minority who were English Language Learners (ELLs). In the community colleges, student demographics have also shifted dramatically over the decade from predominantly 18 to 21-year-old native English-speaking students to a majority of adult students over 21 years: some more mature students of 25 to 70 years, some native English-speaking, some

first generation Americans, and some English Language Learners (ELLs). Each has expressed a desire for advancement from either a college education or additional coursework for specific job-related certification or other reasons (U.S. Department of Commerce, Census Bureau, Statistical Abstract of the United States: 2000 and 2004, Population Estimate Program, 1980-2000; Annual Estimates of the Population by Sex, Race, and Hispanic or Latino Origin for the United States; April 1, 2000 to July 1, 2005 [NC-EST2005-03], released May 10, 2006; and U.S. Interim Projections by Age, Sex, and Hispanic Origin, released March 18, 2004).

The changing U.S. demographics had a direct impact on the curricula that was and is required to educate a population with such diverse and multiple educational needs. In most community colleges in the United States, freshmen and/or incoming students are assessed and required to attain a benchmark score in reading, writing, and math to progress to college core credit courses. These benchmark scores were set by the colleges at levels students needed to function in order to be successful in rigorous college courses. With the benchmark score attained, the student registered for college credit core classes, but when the benchmark score was not attained, the student registered for the prerequisite non-credit mandatory developmental class and this many times resulted in paying tuition for a course that did not count for any credit toward a degree or certification. Many times the results of which were students who dropped out altogether or had to continue to attend developmental classes and pay tuition for those non-credit developmental classes until a passing grade was achieved.

History of Developmental Education

“Developmental courses were defined as classes or coursework below college level offered at a postsecondary institution” (Calcagno, 2007, p. 1). In addition, [developmental courses may] “include freshmen seminars, critical thinking, study strategies, orientation courses, some freshmen composition classes and pre-college reading, writing, and low-level math courses” (Kozeracki, 2002, p. 129).

In 1828, over 150 years ago, remedial (developmental) studies were offered at Yale University for students with “defective preparation” (Batzer, 1997). In 1849, the University of Wisconsin was the first to offer remedial courses in reading, writing, and mathematics, but the course offerings were short-lived. The university’s remedial department was closed due to the university’s mortification that some of their students needed remediation (Batzer, 1997; Wyatt, 1992). Even though some prestigious universities were ashamed that they admitted students with less than stellar academic skills, remediation continued on the rise over the next 20 years. Remedial courses were offered at Cornell, Harvard, Wellesley, and the University of California at Berkeley (Batzer, 1997; Boylan, Bingham, & Cockman, 1988; Brier, 1984).

What defined the academically underprepared student in the community college? As early as 1990, the League for Innovation in the Community College authored a report, *Serving Underprepared Students*, which stated that those high-risk students entering community college assessed as eligible for community college developmental classes included all types of students: recent high school graduates, returning adults, high school dropouts, and students with limited English proficiency.

Historically, the community colleges assessed their freshmen and identified them as possessing the necessary skill level to attain success in their chosen program. If the student was assessed at the community college and the assessment identified him/her as an underprepared reader, he/she was placed in a developmental reading program. “[By 2004,] almost 42 percent of all freshmen enrolled in public two-year colleges were enrolled in at least one developmental course” (Rao, 2005; U.S. Department of Education, National Center for Education Statistics, 2004, p. 1).

By 1900, remedial course work was available in some respect in 84% of all colleges and universities (Abraham, 1992). “By 1928, William Book at the University of Indiana ‘begins to laud rather than condemn the practice of assisting underprepared students’” (Batzer, 1997, p. 12). In addition to developmental reading courses, Book began a “How to Study” course to address the problem that one half of all University of Indiana students had not met course requirements (Batzer, 1997).

By 1965 when Congress passed the *Higher Education Act of 1965* and provided for many more students to enter college, the educationally disadvantaged, minorities, and women began to attend college in greater numbers. Remedial classes grew in direct proportion to the numbers of underprepared students. Standardized college entrance test scores were declining, and so the Educational Testing Service appointed a panel to determine why SAT scores were declining (Anderson, 1980). The panel named several reasons for declining skills in the secondary schools: (1) reduced emphasis on reading, (2) diminished seriousness of purpose and attention to mastery, (3) the influence and distraction of television viewing, and (4) the declining role of family.

The problem of declining skill levels in students entering U.S. postsecondary institutions continued into the 1980s and with the new decade came amplified interest from those in government, business, and education. In 1984, *A Nation at Risk: The Imperative for Educational Reform* was published by The National Commission on Excellence in Education. The report enumerated problems in the U.S. educational system:

The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. . . We recommend that schools, colleges, and universities adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. (The National Commission on Excellence in Education, 1984, p. 5)

Although *A Nation at Risk: The Imperative for Educational Reform* was explicit in its recommendations for change, change never occurred and the mediocrity in the U.S. education system continued. Four years later, the Commission on the Future of Community Colleges (1988) created a document mapping out the role of the community college screening when entering students for basic skill deficits:

We recommend that reading, writing, and computational ability of all first-time community college students be carefully assessed when they [students] enroll. Those not well prepared should be placed in an intensive developmental educational program. Community colleges must make a commitment, without apology, to help students overcome academic deficiencies and acquire the skills they need to become effective, independent learners. (Commission on the Future of Community Colleges, 1988, p.17)

Not much changed in the 21st century; community colleges were still offering developmental classes in basic skills in order to prepare their students to take rigorous college core courses. The developmental courses were offered in order to provide the possibility of academic success for all members in the community and to ensure that once

community members passed that course they had the probability of achieving success in college core courses in their chosen field.

Other institutions of higher learning achieve excellence by keeping people out. Most four-year colleges skim the ‘cream’ of learners for their student bodies. Community colleges, on the other hand, achieve their excellence by allowing adults who desire an education to enter higher education at whatever skill level they have achieved. When these adult students leave the community college, they are the ‘cream’ –prepared to enter any baccalaureate program they desire, whether it is U.C. Berkeley, Yale, Colorado State University or Vassar. Developmental studies is *the* program that assists students who are unprepared for college to become ‘cream.’ By stating that *the remedial function becomes the ‘clean up batter’* for many public high schools, we are demonstrating that community colleges achieve the high-school-level preparedness that students did not achieve previously. And by claiming that Developmental Studies is the ‘pinch hitter’ for American industry, we are reminding the reader of the power of providing basic skills instruction to adults who cannot work without possessing (minimally) reading, writing, computing, and critical thinking skills commensurate with the needs of industry. It is the singular invention and ongoing refinement of Developmental Studies that has allowed community colleges to provide the essential underpinning to the American learner landscape. (Mellow & Heelan, 2008, p. 172)

Community College Developmental Education Program: Solutions for

U.S. Demographic and Social Changes and U.S. Competition in the Global Economy

How have the demographic changes affected the U.S. educational system? In the elementary, secondary, and postsecondary schools in the U.S., the student demographics evolved from nearly all the students being native English-speaking students to a large minority who were ELLs. Because of these dramatic changes in U.S. student demographics in the last 50 years, college developmental education classes continued to be common in U.S. education.

The community college population as a whole represents the melting pot of the nation and consists of: first generation college students, ELLs, high school graduates with

basic skill deficiencies, older students studying for career advancement or change, veterans, special education students, students requiring financial aid, part-time students, students working full time and taking classes, students working for a GED, and students desiring to earn vocational training or an occupational certificate. The community college was certainly challenged with a plethora of educational and social needs to accommodate in today's fast-paced global environment. With the U.S. position being challenged in the world market, educational funding at a premium, and the population possessing such diverse student demographics, the question still remains, "Are our community colleges able to rise to the challenge of educating the workforce to ensure student success for the 21st century and beyond [‘when almost half of all college students in the United States now attend community colleges?’]" (Breneman, 2006; Mellow & Heelan, 2008, p. xv).

How does the U.S. community college system continue to "provide the essential underpinning to the American learner landscape and bring all students to the skill level which will allow them to complete rigorous college coursework?" (Breneman, 2006; Mellow & Heelan, 2008, p. 172) In order to ready its incoming students for the rigors of college coursework, the community college system provides the essential remedial education and ancillary services for those students who had little education in their first language and/or were recent U.S. arrivals desirous of the college experience and eager for success in a college setting and a place in the global economy. In addition, some native English-speaking students, many times high school graduates themselves, were underprepared in reading, writing, and basic skills and needed instruction and assistance

in developmental programs in order to thrive in a college setting and ultimately, to find a job in the global economy. Many of these underprepared students attend community colleges and have a multitude of cultural, skill, and educational backgrounds that make up the current community college student population.

Underprepared Community College Students – Developmental Programs

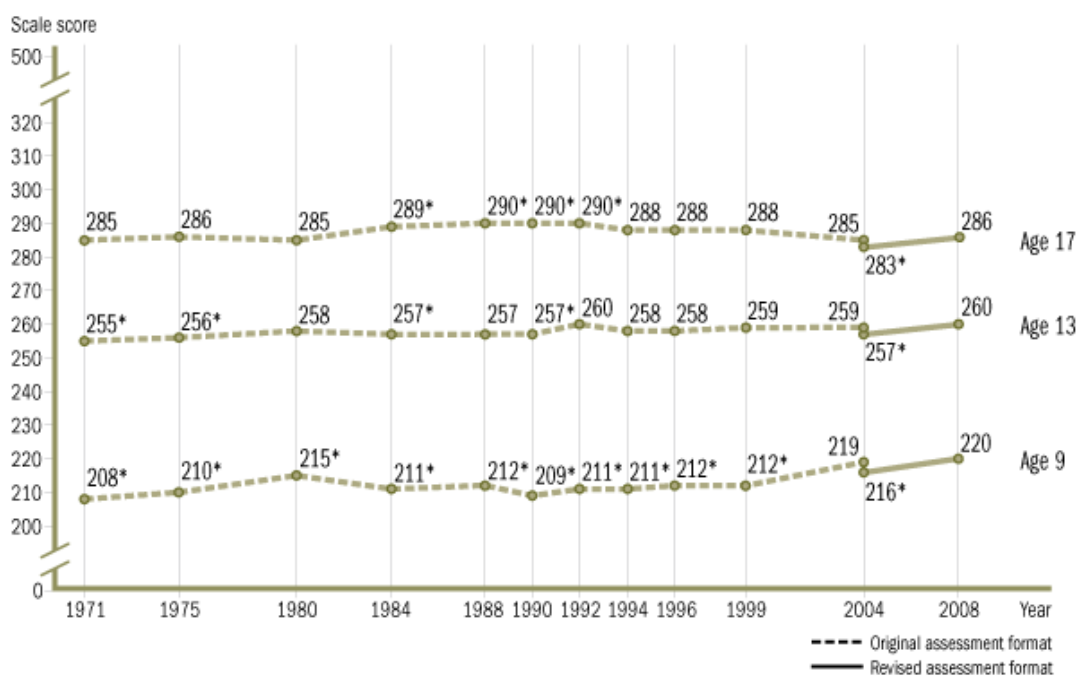
Thomas Bailey, director of the Community College Research Center at Teachers College, Columbia University, said, “his research showed that the remedial rate for community college students may be closer to 60 percent” (Lubrano, 2011, p. 1).

Why is there such a large percentage of students in need of remediation and why is it important? “Remediation, defined as coursework below college-level offered at a postsecondary institution, was and is currently a topic of considerable debate in higher education” (Calcagno, 2007, p. 1). The paradigm for remedial/developmental courses was simple, enrolling students who were assessed to determine if their level of academic proficiency was sufficient to meet the rigors of college-level coursework. Deficiencies in the skills of English (reading and writing), and math were addressed in “supplemental instruction.” Remedial (supplemental or developmental) education in basic skill subjects represented and still does represent one of the largest curriculum areas in the nation’s community colleges. A substantial percentage of students entering almost any community college will find themselves enrolled in one or more remedial courses (McCabe & Day, 1998). In fact, “nearly 60% of the first-time community college students in the National Education Longitudinal Study (NELS: 88) took at least one

remedial course, compared to 29% of first-time students in public four-year institutions” (Bailey & Cho, 2008, p. 46).

The following 2009 NAEP 1971-2008 Long-Term Trend Reading Report may seem to evidence a need for post-secondary reading remediation for many students.

In reading, average scores increased at all three ages since 2004. Average scores were 12 points higher than in 1971 for 9-year-olds and 4 points¹ higher for 13-year-olds. The average reading score for 17-year-olds was not significantly different from that in 1971.



*Significantly different ($p < .05$) from 2008.

¹ The score-point change is based on the difference between unrounded scores as opposed to the rounded scores shown in the figure.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971-2008 Long-Term Trend Reading Assessments, 2009, p. 12.

Figure 1. Reading – NAEP – 9-, 13-, 17-Year-Olds: Long Term Trends

Although the previous figure seems to indicate that long term trends of reading scores have risen for 9- and 13-year-old students, there seems to have been little or no growth in reading since 1971 for the 17-year-olds. [U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971-2008 Long-Term Trend Reading Assessments, 2009].

Programs to Aid Community College Students' Success

Currently, there is innovation in developmental education where a national scan of reforms suggests that innovation is widespread: boot camps, acceleration, compressed courses, learning communities, and curricular changes. With most efforts small in scale, and peculiar to their own institutions, promising innovations may show “small to modest” results when scaled. Reforms must affect deep and consequential change in classroom practice in order to be at scale (Bickerstaff, Adams, Johnson, & Zollars, 2012).

Many of these programs affecting deep and consequential change in the community college classrooms and student populations have been piloted for community college students who score below the benchmark assessment score for enrolling in a credit course. These are remedial courses and developmental courses that help community college students achieve success, stay in school, and earn a certificate or a degree. Others expand “groundbreaking” remedial education programs that purport to boost the college completion rates of low-income students and students of color and still others develop, implement, and promote new education and workforce strategies that help communities, states, and the nation compete in the global economy. There are those

whose mission it is to help organizations and communities close the gaps that separate people from opportunity while developing programs in education, and those who provide pedagogical strategies within a comprehensive school model. Some of these programs discussed below that aid students to be successful and remain in school are: *Achieving the Dream: Community Colleges Count*, *The Developmental Education Initiative*, *Jobs for the Future*, MDC, and *The Accelerated Learning Program*.

Achieving the Dream: Community Colleges Count

Achieving the Dream, Inc. is a national nonprofit that is dedicated to helping community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree (www.achievingthedream.org).

The Developmental Education Initiative

The Developmental Education Initiative consists of 15 *Achieving the Dream* community colleges that are building on demonstrated results to scale up developmental education innovations at their institutions. Six states are committed to advancing the *Achieving the Dream* state policy work in the developmental education realm. Managed by MDC with funding from the Bill and Melinda Gates Foundation and Lumina Foundation, the initiative aims to expand groundbreaking remedial education programs that experts say are key to dramatically boosting the college completion rates of low-income students and students of color. (*Achieving the Dream* Cross-State Data Work Group, 2012, p. 2)

Jobs for the Future

“Jobs for the Future develops, implements, and promotes new education and workforce strategies that help communities, states, and the nation compete in a global economy. In more than 200 communities across 43 states, JFF improves the pathways leading from high school to college to family-sustaining careers. JFF leads the state-

policy and capacity-building efforts for both *Achieving the Dream* and its *Developmental Education Initiative*” (*Achieving the Dream* Cross-State Data Work Group, 2012, p. 2).

Movement for Democratic Change (MDC)

MDC or Movement for Democratic Change helps communities develop programs so all students have the resources they need to get a postsecondary education and receive a degree or certification that leads to a better job.

“Movement for Democratic Change or MDC’s mission is to help organizations and communities close the gaps that separate people from opportunity. It has been publishing research and developing programs in education, government policy, workforce development, and asset building for more than 40 years” (*Achieving the Dream* Cross-State Data Work Group, 2012, p. 2).

Accelerated Learning Program (ALP)

One of these programs that has exhibited promising results for the community college developmental or remedial student is *The Accelerated Learning Program* (ALP). What began as the “Accelerated Schools Project [was] developed by Henry Levin and his Stanford University colleagues in the 1980s for low-performing elementary school students, [and it] employed pedagogical strategies typically reserved for the gifted and talented within a comprehensive school model” (Levin, 1991, 2005; Edgecombe, 2011, p. 7). [Those strategies and] “The cumulative consequences of the remediation problem allowed researchers to extend Levin’s analysis beyond K-12 schools and begin to assess the feasibility of acceleration in lieu of remediation, within the higher education sector” (Koski & Levin, 1998; Edgecombe, 2011, p. 7).

Subsequently Dr. Henry Levin's Accelerated Schools Project was adapted by Dr. Peter Adams of the Community College of Baltimore County and renamed the Accelerated Learning Plan or ALP. Dr. Adams designed it as supplemental and instructional support for those students who scored below the benchmark score in reading and writing on the community college entrance assessment. The students scoring below the benchmark score were encouraged to enroll in a credit-earning English 101 course with a maximum of 20 students—12 of whom placed into the English 101 credit course and eight of whom would be in both the English 101 credit course and the non-credit developmental Basic Skills Course. The ALP Basic Skills Course would meet following the English 101 Course and offer supplemental support for the content in the English 101 class. Both classes would be taught by the same instructor. The purpose of the ALP class was to improve the credit and non-credit course pass rate of ALP students who took both Basic Skills English for non-credit and English 101 for credit, and in addition, to aid the students in gaining credits for a degree or certification resulting in a lower drop-out rate and a speedier route to certification or a degree while correcting skill deficiencies.

Another such program is the Arizona State University Stretch Program which instead of combining students who were assessed as ready for the credit course English 101 with students who were assessed as needing additional support, both classes—"the English 101 and the supplemental class were made up of students who were assessed as needing additional support. The STRETCH course is designed to last for two semesters—[unlike the Accelerated Learning course developed by Dr. Peter Adams which is designed to last for one semester]" (Arizona State University,

<http://english.clas.asu.edu/wp-stretch>, p. 1). Both the ALP and Stretch Programs were designed to diminish the dropout rate and the subsequent demoralization of students.

The ALP is a community college option under which students whose initial writing placement is Basic Writing are allowed to take an English 101 course for credit along with the non-credit Basic Writing Course. The English 101 course has a full complement of students (20), but eight of those students are simultaneously enrolled in the Basic Writing Course. Both the English 101 course and the Basic Writing Course are taught by the same instructor.

The key to the program seems to be that the ALP students are joined by twelve other students who [were assessed as] eligible for English 101. [In addition to the English 101 class, and] for an additional three hours, [the ALP] students work with the [same] instructor on English 099 (Basic English) materials, like re-taking the Assessment in Writing, a university-wide requirement. The duration of time that they spend together and with the professor creates a relationship among the students and with the instructor that seems to be key to the success of the program. The students are more motivated; they help each other when they have problems; they don't feel the discouragement and lack of confidence that too often is the case with students who are placed in Basic English courses; they feel more attached to the college; and they view the instructor as more coach than judge (Bickerstaff, Adams, Johnsen, & Zollars, 2012).

The goal of the ALP is to do everything possible to maximize the likelihood of student success in the ALP Basic Writing non-credit and the English 101 credit courses. The Basic Writing classes are conducted as writing workshops scaffolding writing

instruction and supporting the students with a curriculum coordinated with the English 101 credit course. Much writing is incorporated into the Basic Writing Class most of which reinforces what will act as preparation for or be discussed in the English 101 Course. In addition, the ALP instructor chooses three or four student papers to discuss in class in order to provide writing models or ideas for future essays. The ALP top-down curriculum includes discussion of:

- 1) reviewing drafts of essays on which students are working,
- 2) reducing the frequency and severity of error in the student writing,
- 3) how to succeed as a college student,
- 4) problems interfering with students' progress in English 101,
- 5) how the student's life is going with home, work, school, etc., and what you could change to make college more doable and keep you in school. (Adams, April 4, 2012, retrieved October 10, 2012 from: http://www.youtube.com/watch?v=NhMr_RwiR6k&feature=player_embedded)

The Accelerated Learning Plan (ALP) is a form of mainstreaming that has the “promise and potential” to enable community colleges and their students to deal with various problems associated with community college developmental education such as “the structure of higher education itself ‘which may’ stand in the way of many students’ success, particularly first-generation, underprepared and low income students with limited experience of what college demands” (Kazis, October 31, 2013 testimony to the U.S. Senate Committee on Health, Education, Labor and Pensions). In an ALP community college, the goal is to maximize the ALP student’s probability of success in

the English 101 class by placing the student in a dual-enrollment ALP developmental English companion class that offers the student additional support for the reading and writing curriculum of English 101.

Redesigns of developmental education that minimize time spent in developmental courses in favor of placing students into college level courses with aligned and contextualized academic supports are demonstrating dramatic early results as evidenced in September 2010 when researchers from the Community College Research Center of the Teachers College of Columbia University (CCRC), wrote findings from a quantitative analysis of the Community College of Baltimore County (CCBC, June 2014).

For example, the CCBC-ALP English, designed for students who enroll in upper-level developmental writing, ‘mainstreams’ students into introductory college-level English, but requires a companion course to help them succeed (Kazis, October 31, 2013 testimony).

In addition, it states in the abstract of the CCRC Working Paper No. 21 of September 2010 as quoted by Kazis, written by Jenkins, Speroni, Belfield, Jaggars, and Edgecomebe, that:

The CCBC ALP permits upper-level developmental writing [and reading] students to enroll directly in college-level English (ENGL 101) while simultaneously taking a composition course [with a reading component]—taught by the same instructor—that provides extra academic support. Our findings suggest that participating in ALP is associated with substantially better outcomes in terms of English 101 completion and English 102 completion, the two outcomes ALP was primarily designed to improve. In the studied sample, 82% of ALP students passed ENGL 101 within one year, compared with 69% of non-ALP students. More than a third (34%) of ALP students passed ENGL 102, compared with only 12% of the non-ALP students. Our results also show that, compared to the conventional approach, ALP provides a substantially more cost-effective route for students to pass the ENGL 101 and

102 sequence (\$2,680 versus, \$3,122 per student). We found that the benefits of ALP are more than double the costs of the program (CCRC Working Paper #21, September 2010, Abstract).

The CCRC Working Paper #53 written in December 2012, presented in July 2013 and entitled, “New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program (ALP),” presents findings from a subsequent quantitative analysis of the Community College of Baltimore County’s Accelerated Learning Program. The results suggest that among students who enroll in the highest level developmental writing course, participation in ALP is associated with substantially better outcomes in terms of English 101 completion and English 102 completion (college-level English courses), which corroborates the results of a similar analysis completed in 2010.

Moreover, using a larger number of cohorts and tracking students over a longer period of time, it was also discovered that ALP students were more likely than non-ALP students to persist to the next year.

In addition to specific subgroup analyses college-ready students enrolled in ALP sections of English 101 were compared with their counterparts in wholly college-ready sections, and it was found that those in ALP sections had equivalent performance within English 101 itself, but slightly lower subsequent college-level course enrollment and completion. (Cho, Kopko, Davis, Jenkins, & Jagers, 2012)

ALP’s successes are not limited to the Community College of Baltimore where it was originated and adapted for community college use. As of November 2013, 157 schools throughout the nation have begun offering ALP and five states have launched

statewide adoptions of ALP: Indiana, Michigan, Virginia, Colorado, and West Virginia. (Community College of Baltimore County, June 2014)

Theory of Andragogy – Malcolm Knowles (1968)

To be effective in their planning, Community Colleges consider adult learning needs and implement the Theory of Andragogy.

What is andragogy? “Andragogy is defined as a set of assumptions about how adults learn. Its roots were traced back to Alexander Kapp, a German grammar teacher who used it to describe Plato’s educational theory” (Knowles, Holton, & Swanson, 1998, p. 59). It appeared again in 1921 when another German, Social Scientist, Eugen Rosenstock claimed that “adult education required special teachers, special methods, and a special philosophy” (p. 59). There was evidence that discussion of andragogy continued in Europe until Dusan Savicevic, a Yugoslavian adult educator, first discussed the concept in the United States. “Malcolm Knowles became known as the principal expert on andragogy although numerous adult educators including Brookfield (1986), Mezirow (1991), Lawler (1991) and Merriam (1999), have addressed the concept and/or discussed how it can be used to facilitate adult learning” (Knowles, Holton, & Swanson, 1998, p. 1).

Malcolm Knowles’ Theory of Andragogy outlined effective methodologies for adult learning. When the Theory of Andragogy was integrated into curricular design of theory-based learning, the needs of the students were served and the requirements of the adult were met. “Andragogy included ideas such as an adult’s readiness to learn, the role of the learner’s experiences, the faculty member as a facilitator of learning, an adult’s

orientation to learning, and the learner's self-concept" (Knowles, Holton, & Swanson, 1998, p. 1).

Knowles, Holton and Swanson (1998) discuss the six assumptions of andragogy:

- **The Learner's Need to Know** – Adults needed to know WHY they did something and how it was to benefit them in life. The adult student must see the value and personal benefit of the lesson. When students became familiar with their learning, it was apparent to them that it was of use to them either in their personal or professional lives.
- **The Learner's Self-concept** – At-risk adult students needed to become independent learners moving away from old habits into "new patterns of learning where they become self-directed, taking responsibility for their own learning and the direction it takes" (Knowles, Holton, & Swanson, 1998, p. 1). Good research-based instruction offered that platform for adult students to "skip" lessons already learned and understood and provided multiple forms of presentations to assist varying learning styles.
- **The Role of the Learner's Experience** – Designing lessons that included the wealth of prior knowledge or background experiences of the adult learner provided an additional base for the student to "hook" into the lessons, and the facilitator to acknowledge what was already known, thereby validating students as learners. In addition, research-based lessons encouraged learning by extending the knowledge already acquired to connect and assimilate with

newly learned knowledge expanding the background experience and the world of the adult learner.

- **A Student's Readiness to Learn** – Adults were more ready to learn something, when it satisfied a need to cope more effectively with real-life tasks or problems. Instructional lessons should be designed to be concrete, related to real-life, and to meet students' needs and goals.
- **The Student's Orientation to Learning** – Since adults were problem-centered or task-oriented in their approach to learning, they wanted to see how their learning applied to real-life situations. If instruction was designed with the flexibility to adapt to adult students' real-life situations, problems, and/or examples and the students could see that what they were learning applied to real-life or on the job experiences, they would be anxious to participate in the instruction because they could gain practical experience and advance themselves.
- **Students' Motivation to Learn** – Although external motivations could be important to the adult student, internal priorities were more important. Instruction that built student self-esteem and students' goal or priority relatedness elicited a more positive response, especially if the student related the instruction to increased job satisfaction and quality of life.

“Using andragogy in community college developmental reading and writing instruction must include the ability of the adult learner to move through lessons anytime, anywhere, and at their own pace. The student must be able to adapt lessons or materials

to cover what is needed to learn and to eliminate what is not appropriate or material already learned. The lessons must be interactive in design, learner-centered, and must facilitate self-direction in learners. If these guidelines are followed, the instruction that is developed will be...effective from a learner's perspective" (Knowles, Holton, & Swanson, 1998, p. 1).

Framework: Activity Theory Paradigm – Vygotsky and Rubinshtein (1939)

Research in adult learning theory has shown technology as an aid to adult learning. The contributions to adult learning theory that can be applied to technology-based adult education included previously covered Malcolm Knowles and his Theory of Andragogy, and the paradigm of Vygotsky and Rubinshtein's Activity Theory, which illustrated that "Human higher mental functions are products of mediated activity. The role of mediator is played by psychological tools and means of interpersonal communication" (Bedny, 1986, p, 5).

An important part of the Activity Theory is the tools that in this case would be the community college mandatory reading and/or writing program, the mediating between individuals (subjects [students]) and objects (college), the training of staff, the interaction between students and counselors and between students and instructors, the literacy-based software, the technology labs, the counselors and the instructors. The second segment that the Activity Theory addressed was the subjects in the community. In the community college mandatory developmental reading and writing Accelerated Learning Program, the subjects would be students needing remediation, students assessed as struggling readers and writers.

Then the Activity Theory addressed the object and the sub-object, which in the case of the community college mandatory developmental reading and writing Accelerated Learning Program would be the criteria for entering college, the entrance assessment scores, the skills needed to successfully complete college work, the curriculum identified to be used for treatment, and the goals, addressed—to increase basic literacy skills, complete the developmental reading and/or writing course, and enroll in additional community college core courses.

Next, the Activity Theory encompassed the outcomes, which in the case of the community college mandatory developmental reading and writing Accelerated Learning Program would be successful completion of the mandatory developmental reading and writing Accelerated Learning Program and enrollment in additional community college core classes, a positive attitude toward reading and writing, and/or experiencing a life-changing event (job advancement, increased self-esteem, responsibility, and/or confidence).

In order to participate, the Activity Theory dictated that there must be rules. The rules for the community college mandatory developmental reading and writing Accelerated Learning Program were attending regularly, performing quality work using a good work ethic, conferencing regularly with the instructor and/or counselor, and reviewing literacy work weekly.

The framework of the Activity Theory identified the community which in the case of the community college mandatory developmental reading and writing Accelerated Learning Program is the administrators, instructors, counselors, instructional aides, lab

supervisors, instructional aides, and the aspiring college students assessed as underprepared by entry level entrance test scores: Native English-speaking students, struggling readers, adult learners, first generation students, etc.

Finally, the Activity Theory identified the roles and the division of labor within the community. For the community college mandatory developmental reading and/or writing Accelerated Learning Program it was the work that the students performed.

Educational Significance

At the college level, and more specifically, the community college level, the intent of developmental (remedial) education was and is to present those students, assessed as underprepared in literacy, general studies, and math skills, an opportunity for remediation, in order to advance their skills and subsequently achieve the level commensurate with the rigors of college coursework.

Although remedial mathematics coursework may be included in developmental courses, this study addressed only the student attitudes and perspectives toward the community college mandatory developmental reading and/or writing Accelerated Learning Program.

No one disputed a program such as developmental education was needed to advance skills, however, with spiraling costs research was needed to document the effectiveness of these programs. This study does not attempt to determine the effectiveness of the program. This study attempted to determine whether the ALP developmental reading and writing program and the ALP reading and writing instruction positively affect the student's attitude and perception toward himself/herself as a reader

and writer as reported by survey and interview data collected at the beginning and after completion of the Accelerated Learning Program. Do the survey and interview data results illustrate positive student attitudes and perceptions of the individual as a reader and a writer?

A handful of recent studies have used rigorous statistical methods to compare the success of students who enroll in developmental courses with that of similar students who enroll directly in college-level courses. These studies generally show little positive effects for developmental education, although their results are most reliable for students at the upper end of the developmental range—that is, for students who are assigned to remediation but who score near the developmental “cut-off” point on placement tests. (Bettinger & Long, 2005, p.35; Calcagno & Long, 2008; Martorell & McFalin, 2007).

A harbinger of several accelerated courses including the Accelerated Learning Program, “The Accelerated Schools Project, developed by Henry Levin and his Stanford University colleagues in the 1980s to serve low-performing elementary school students, employed pedagogical strategies typically reserved for the gifted and talented within a comprehensive school improvement model.” (Levin, 1991, 2005; Edgecombe, 2011, p. 7).

He (Levin) argued that the existing educational process subjected at-risk students to compensatory instruction designed to decrease the pace of student learning and the rigor of the curriculum under the assumption that these children, in particular, needed more time to master less demanding content. Over time, compensatory education reproduced inequity by putting disadvantaged students further and further behind. (Levin, 1991, 1993; Edgecombe, 2001. p. 7).

Equally deleterious were the affective consequences. Compensatory education dampened the performance expectations of both students and teacher, creating a dangerous, self-reinforcing cycle that persisted across grade levels (Levin, 1993; Levin & Hopfenberg, 1991; Edgecombe, 2011). The cumulative consequences of the remediation problem allowed researchers to extend Levin’s analysis beyond K-12 schools and begin to assess the feasibility of acceleration, in lieu of remediation, within the higher education sector. (Koski & Levin, 1998; Edgecombe, 2011, p.7)

Advocates of compressed courses believe that longer instructional blocks provide opportunities for teachers to diversify classroom activities and to encourage the development of stronger students—and student/instructor relationships—both of which are assumed to benefit student learning. Additionally, the compressed format facilitates the rationalization of redundant content by reducing the amount of time dedicated to review, leaving more time to engage challenging material in greater depth. (Bragg & Barnett, 2008; Edgecombe, 2011, p. 8).

“The FastStart program at the Community College of Denver fully leverages the efficiencies enabled by content overlap, offering a compressed four-course, 12-credit developmental reading and English combination in a single 16-week semester” (Edgecombe, 2011, p. 8).

The accelerated mechanism for paired courses allows students to simultaneously pursue developmental and college coursework and thus begin to accrue college credit earlier than they would if they were required to complete all developmental education courses first. The paired structure not only eliminates exit points between developmental and college classes that would otherwise be taken in different semesters but also makes basic skills instruction more relevant to students through immediate linkages with the college curriculum. There is a likely psychological benefit as well, as students feel more like “real” college students tackling higher-level coursework instead of simply rehashing middle or high school content. Paired courses also have the potential to bypass prerequisite requirements that may prohibit developmental students from taking college-level courses. The rationale for waiving prerequisites for pairings that include introductory college courses is that the curricular integration across courses allows for more just-in-time remediation tailored to the needs of students. Even at colleges where developmental and college-level courses are co-requisites, students who take the courses separately do not benefit from the interaction of content or the cohort effect, which may diminish their likelihood of completion. (Edgecombe, 2011, p. 8)

Curricular redesign adapts to many paradigms—its acceleration mechanism is quite stable—the time a student spends to complete developmental education requirements is lessened by limiting the number of courses required. The decreased course load is accomplished by eliminating “redundant content” and modifying the

remaining curriculum to the learning targets of a specific intervention or academic path.

“A more radical but increasingly popular curricular redesign strategy discards the multi-course sequence altogether and creates a single developmental bridge course closely aligned to the college curriculum or a specific program of study” (Edgecombe, 2011, p. 10).

The conversion of developmental content into modules is another curricular redesign strategy gaining momentum. However, modular instruction may or may not accelerate student progress. Although Goldschmid and Goldschmid wrote in 1973 that modular instruction has been in use in various forms for decades, it has regained popularity in recent years as an explicit strategy to individualize instruction and, when combined effectively with technology, as a cost-effective way to provide developmental education. (Edgecombe, 2011, p.11; Twigg, 2005)

Modules allow curriculum designers to implement the amount of material students need to cover and eliminate superfluous materials not necessary for specific academic pathways. For example, a student in a general education program assessed as lacking proficiency in math, does not need the math proficiency required for engineering, technology, science and math. The general education student may be able to fulfill developmental requirements and move on to college-level courses in less time.

The results of course restructuring has shown a few positive results in developmental education in the past, but the Accelerated Learning Program or ALP is one of the most promising for the future of developmental education. The participants in this study program are students in a community college Accelerated Learning Program mandatory developmental English class.

The focus of this study is to determine if the attitudes and perceptions of students

toward reading and writing change as a result of participation in and completion of a dual-enrollment-one-semester-mandatory-developmental community college ALP English course, Strategies for College Reading and Writing, 099A or B, and English 101.

Developmental Education Studies in Community Colleges

Improving Literacy: A Profile of Successful Adult Basic Education Students by Mary Kathryn Schwartzmann Rubin, Ed.D. (1991), created a profile of a successful Adult Basic Education (ABE) literacy student by looking at college students who met the study criteria and were interviewed and tested. Enrollment records, attendance records, and confirmation interviews with teachers were used to verify information. Data was organized into individual case reports and a between-case analysis was conducted. A profile of the successful ABE student was constructed from the findings.

The Effect of Remedial Education Programs on Academic Achievement and Persistence at the Two-Year Community College by Lyn Ann Batzer, Ed.D. (1997) examined the effectiveness of remedial education by looking at the success rate in college courses of underprepared students who attended developmental courses versus those who did not and if the persistence rate of underprepared students who attended developmental courses was longer than those students who did not. Dr. Batzer's study did not address student attitudes and perceptions toward reading or the community college developmental classes.

Evaluation the Impact of Developmental Education in Community Colleges: A Quasi-Experimental Regression-Discontinuity Analysis was a 2007 study by Juan Carlos Calcagno. Dr. Calcagno studied developmental/remedial education in community

colleges through a unique data set, the State of Florida's statewide remediation placement policy to provide quasi-experimental estimates of the impact of remedial courses on the educational outcomes of community college students and tests the efficacy of different approaches as they appear in different Florida colleges.

Calcagno (2007) wrote that "The lack of high-quality research evidence on the effectiveness of remediation is due to the paucity of data that is available and the abundant methodological deficiencies in what has been attempted using existing data" (p. 10). Dr. Calcagno's study addressed neither student attitudes and perceptions toward reading and writing nor the instruction in the community college developmental classes.

One of three studies that did use student perceptions or perspectives was *Perspectives of Traditional and Non-Traditional Students Enrolled in a Developmental Reading Course in a Community College Setting* written in August 2007 by Carolyn Elise Hitchens-Smith. The focus of this study was classroom instruction focusing on vocabulary and comprehension activities presented in a community college developmental reading class. Dr. Hitchens-Smith used questionnaires, interest/attitude inventories, and interviews for data, but did not address student attitudes and perceptions toward reading and writing.

Another dissertation that addressed student perspectives was written in December 2008 by Donna Galloway Young and was entitled *Developmental Reading Education: The Student Perspective*. This study studied the effectiveness of community college developmental reading classes based on the perspective of seven developmental reading students. This study researched student perspective of the developmental reading class,

using surveys, interviews, and observations measuring student perspectives on the specific content of the reading program, but not on student attitudes and perspectives toward reading and writing in general.

Finally, a dissertation by Lauren M. Halsted written in April 2011, *Students' Perspectives about Success in Developmental English: Dreams of a Common Language*, investigated the experiences of developmental English students through a series of in-depth focus groups. This dissertation focused on student attitudes and perspectives participating in basic skills English classes and found that students wanted their instruction to be challenging and engaging. However, it did not focus on students' attitudes and perspectives specifically toward reading and writing, but toward their experiences in a basic skills writing class and the "depth and detail" of student success in their developmental English class including curriculum design, teaching practices, program design, and professional development.

Not one of the aforementioned dissertations concerning students in developmental community college classes was a mixed method-qualitative and quantitative study measuring community college ALP dual-enrollment developmental reading and writing student attitudes and perceptions toward reading and writing as is this study.

CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of the Accelerated Learning Program (ALP) was to provide community college developmental reading and writing students the instruction needed to achieve academic success by providing them with the tools for success in their academic careers. The ALP was a community college option under which students whose initial reading and/or writing placement was Strategies for College Reading and Writing were allowed to take an English 101 course for credit along with the non-credit Strategies for College Reading and Writing Course or ALP LCB 099A or 099B. The English 101 course had a full complement of students (20), but eight of those students were simultaneously enrolled in the Strategies for College Reading and Writing Course. Both the English 101 course and the Strategies for College Reading and Writing Course were taught by the same instructor.

The ALP was designed to diminish the community college dropout rate and the subsequent demoralization of students. Evidence of success in ALP classes existed in research which showed the benefit of a decreased dropout rate of students finishing the ALP classes in over sixty community colleges in the United States. However, there was little or no research on students' perceptions and attitudes toward reading and writing both at the beginning and near completion of the ALP classes.

Study Purpose

The purpose of this study was to describe the impact of the student's perceived changes in their reading and writing as the result of their participation in the Accelerated Learning Program (ALP) dual-enrollment classes.

The subjects were voluntary participants in the Accelerated Learning Plan O99A-LCB and 099B-LCB classes in suburban Blue Ribbon Community College (BRCC) close to a large metropolitan city in the Midwest.

Design Methodology

A mixed methods approach, that is, descriptive-qualitative/ethnographic was used in this study. Descriptive data was used for the quantitative design and included study data from: (1) the MBRAM (see Appendix A), and (2) the DMWAS (see Appendix C). The ethnographic was the qualitative design and included study data from one-to-one interviews, (3) Student Exit Interviews (see Appendix F), and the Instructor Exit Interviews (see Appendix I). These were documents related to developmental reading and writing education at BRCC used as a way to “triangulate (use of multiple methods of data collection), or establish converging lines of evidence” (Yin, 2006, p. 4).

Sequential mixed methods procedures were those in which the researcher sought to elaborate or expand on the findings of one method with another method. This involved administering beginning (early-February) and near completion (mid-April) statistical data, that is, surveys followed by a qualitative interview. John Creswell (2009) when writing about qualitative and quantitative research stated, “Alternatively, the study may

begin with a quantitative method in which a theory or concept is tested, followed by a qualitative method involving a detailed explanation with a few cases or individuals” (p. 14).

“Qualitative research is a broad approach to the study of social phenomena; the approach is naturalistic, and interpretive, and it draws on multiple methods of inquiry” (Denzin, 1994, p. 349). That is,

qualitative research is conducted in natural settings rather than controlled ones. It assumes that humans use what they see and hear and feel to make meaning of social phenomena, and it relies on a variety of data gathering techniques. It is ‘research that represents human beings as whole persons living in dynamic, complex, social arrangements. (Rossman & Rallis, 2003, pp. 6-7; Rogers, 2000, p. 51)

“Qualitative research helps educators understand the meaning people associate with their experience because the methods ‘facilitate study of the issues in depth and detail” (Halsted, 2011, p. 27; Patton, 2002, p. 14).

Qualitative researchers seek answers to their questions in the real world. They gather what they see, hear, and read from people and places and from events and activities. They do research in natural settings rather than in laboratories or through written surveys. Their purpose is to learn some aspect of the social world and to generate new understandings that can then be used. As qualitative researchers, they become part of the process, continually making choices, testing assumptions, and reshaping their questions. As the inquiry process grows from curiosity or wonder to understanding and knowledge building, the research is often transformed. In many cases, the participants are also changed. (Rossman & Rallis, 2003. p. 4)

“Ethnography is a qualitative strategy in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting primarily observational and interview data” (Creswell, 2009, p. 229).

In contrast,

quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. (Creswell, 2009, p. 233)

The researcher attempted to identify students' perception of reading and writing prior to and after completion of this study in order to identify any "perceived change" as a result of the students' participation and completion of the ALP Program.

The data collection method of the interviews were described in as much detail as possible to allow for the replication of the process with the understanding that the process, and not the specific results, was of greatest importance.

Research Questions

Research Question 1: Do student attitudes and perceptions change toward reading following the completion of the one-semester-mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected near the completion of the Course?

Research Question 2: Do students' attitudes and perceptions change toward writing following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected near the completion of the Course?

School District Profile

Blue Ribbon Community College (BRCC) is a two-year community college offering associate degrees, technical and career certificates, and adult, corporate, and continuing education. BRCC is the first Illinois community college to guarantee all credits would transfer to other Illinois colleges and universities, an assurance that has grown through the Illinois Articulation Initiative. It is accredited by The Higher Learning Commission and is a member of the North Central Association.

BRCC serves students from over 20 suburban communities where students matriculate from nine feeder high schools.

Instruction is offered at two separate campus locations, as well as instruction and training on-site at area companies, schools and dozens of other locations throughout the Metropolitan suburban area.

School District Population

In February 2013, BRCC had a current enrollment of 12,226 students and reflected a student body that was 60% female and 40% male. Fifty-five percent of BRCC students attended the community college part-time, 45% full-time. Daytime students comprised 61% of the population, with evening and Saturday students accounting for the remaining 39%. The average student age was 28 years old. All students commuted to the college, and the majority of the students lived within the community college district boundaries.

At BRCC, there were 87 full-time faculty, comprising a student to faculty ratio of

17:1. The BRCC district was quite diverse and was comprised of rural farmlands, urban expanses, sprawling country clubs, and suburban stretches. BRCC's student body was just as diverse. At BRCC there were students in their teens and in their 70s, male and female, the very educated and the less-educated. The 2011 district demographic profile stated the student body consisted of 50.4 % Caucasian (including Hispanic), 37.9% African American, 1% Asian American, and .7% American Indian. The population of the large suburb was 60,461 with 60,215 living in the urban area and 246 living in the rural area.

Students' educational reasons and goals for attending BRCC were varied and different. Nearly half of BRCC credit students came in search of a transfer (Associate in Arts or Associate in Science) degree. Drawing slightly more than 25% of BRCC students was the Associate in Applied Science degree. Those seeking certificates, associate in general studies degrees, as well as other achievements made up the rest of the credit student population.

Perhaps more diverse than credit students were the non-credit students. Among them were students taking personal interest classes to learn a new skill or begin a hobby, plus immigrants who were learning to speak English, corporate business men and women who were being trained in a new area of their profession, and families who were just beginning to learn to read (BRCC Student Profile).

Procedures

In order to conduct the study concerning study perceptions of reading and writing at the beginning and near the completion of the ALP dual-enrollment English classes, the

researcher contacted the Dean of Liberal Arts, Vice President Student Affairs/Dean of Students, and the Community College Vice-Chancellor to outline the purpose of the study and to request permission to conduct the study at BRCC. The administrators granted permission and the study began at BRCC during the spring semester 2013.

Participant Selection

In the spring semester at Blue Ribbon Community College (BRCC), six dual enrollment classes were scheduled and the assigned instructors were invited to participate in the study. Enrollment included the same eight students enrolled in each of the dual enrollment 099A and 099B classes and in the English 101 classes along with 12 general education students.

The study was designed to measure student attitudes and perceptions toward reading and writing in a one-semester mandatory community college ALP dual-enrollment developmental English course paired with a credit English 101 course. The early-February reading and writing program instruction data was collected from student responses to the MBRAM and the DMWAS. The mid-April reading and writing program instruction data was collected from the MBRAM, the DMWAS, and the Student and Instructor Exit Interviews. All participation in the survey and interview data was voluntary and anonymous. It was collected and analyzed for common themes that supported responses and provided additional data for this study. The interviews were tape recorded, transcribed, and analyzed for common themes that supported responses or made connections to the surveys for triangulation. During analysis, early-February and mid-April surveys were analyzed to determine any differences in the student perceptions.

In addition, themes were identified in the interviews and connections made to the surveys for triangulation of the data.

In each of the English 101 classes, there were 20 students enrolled, eight of whom scored below the community college English Compass/ACT benchmark score for English 101. As a result of their scores, they were enrolled in the 099A or 099B class. The 12 who scored at or above the benchmark score were eligible for the English 101 class without taking the 099A or 099B class. The same professor taught both classes.

The population selected for this study was expected to contain six sections of randomly-selected first-time BRCC (pseudonym) students enrolled in a paired combination of classes including English 101 and a one-semester mandatory community college ALP developmental English course during the spring semester 2013.

The study's student participants were volunteers and remained anonymous during the study. They were identified only by the last four digits of their telephone numbers during the data collection and assigned pseudonyms for the dissertation. The instructors remained anonymous in the study and were identified only by pseudonyms.

Role of the Researcher in the Study

The researcher took the role of observer/participant. This included the role of observer when present in the classroom with the study volunteers in their class, and the role of participant in direct interview situations with the study participants-students and instructors/professors, in separate areas of the community college.

The researcher made no assumptions regarding the present diversified group or

program. The researcher had no familiarity with the ALP and so was conducting the study with complete objectivity and without bias. The researcher “closeted” her own preconceived ideas about the phenomenon of change in order to remain objective in the study.

Data Collection

Prior to the beginning of instruction, an information form was distributed to each Accelerated Learning Program student introducing the researcher, explaining the study, and inviting him or her to participate in the study. Following the distribution of the information form, the researcher introduced herself, the study, and explained that participation in the study was voluntary and all students remained anonymous. Students were represented by the last four digits of their telephone number. Following distribution and collection of permission forms, the surveys were administered during class time guaranteeing a more complete result. (Instructors graciously allowed their students to complete the surveys during class time which provided for a higher percentage of submission and completion.) The surveys included the MBRAM and the DMWAS, which were administered to the community college developmental reading and writing students to gather data concerning their pre-instruction attitudes and perceptions toward reading and writing. Following the collection of the completed early-February class surveys, a note of appreciation for the participant’s input and a copy of the signed permission form were distributed to the students by the instructor.

Prior to the conclusion of the semester’s instruction, the same sequence as

previously stated for the beginning of the class was repeated. An information form was distributed to each Accelerated Learning Program student introducing the researcher, explaining the study, and inviting him or her to participate for the second survey administration in mid-April. Following the distribution of the information form, the researcher reintroduced herself, the study, and explained that participation in the study was voluntary and all students remained anonymous. Those students who wished to participate in the study signed a permission form and wrote the last four digits of their telephone number. Students were represented by the last four digits of their telephone number to guard their anonymity. Following distribution and collection of permission forms, the surveys were administered during class time through the generosity of the instructor, guaranteeing a more complete result. The surveys included the MBRAM and the DMWAS and were administered to the community college developmental reading and writing students to gather data concerning their post-instruction attitudes and perceptions toward reading and writing. Following the collection of the completed mid-April class surveys, a note of appreciation for the participant's input and a copy of the signed permission form were distributed to the students by the instructor.

Instrumentation and Data Collection

Both qualitative and quantitative data were collected to measure change in the reading and writing attitudes and perceptions of ALP dual-enrollment study participants.

Quantitative Instruments

The Mikulecky Behavioral Reading Attitude Measure (MBRAM) (see Appendix A) was developed for use with secondary school and adult readers (Mikulecky, 1976).

Dr. Larry Mikulecky attempted to create a practical instrument based on a sound theoretical foundation of attitude measurement that combined the five levels of developmental stages of attitude internalization of Krathwohl's Taxonomy (attending, responding, valuing, organization, and characterization) and Hovland and Rosenberg's (1960) tripartite model consisting of three components of attitude: affective, cognitive, and behavioral. Several researchers have investigated the relationships which exist beyond the components. Some, such as King and Janis (1956), found that behavior and attitude are closely related. Others, such as Triandis (1971), concluded that the factors were independent. Because the three components sometimes appeared to be separate indices, Mikulecky indicated that each of the components should be treated in the attitude measurement (Hawk, Roberson & Ley, 1984, pp. 1059-1060).

The MBRAM was divided into the five stages of Krathwohl's Taxonomy with each stage consisting of questions with answers to select from a five-point Likert Scale.

Stage 1:	Attending	Questions: 1, 3, 5, 7
Stage 2:	Responding	Questions: 11, 14, 16
Stage 3:	Organization	Questions: 9, 10, 12
Stage 4:	Valuing	Questions: 13, 15, 17, 18, 19
Stage 5:	Characterization:	Questions: 2, 4, 6, 8

Stage 1 (Attending) of Krathwohl's Taxonomy was reflected by items 1, 3, 5, 7. Each item provided from 1 to 5 points. A perfect score at this stage was 4 items x 5 points, or 20 points. A student was said to have attained a stage if he or she had 75% of the points at this stage (Mikulecky, 1976).

Daly and Miller (1975) developed the Daly-Miller Writing Apprehension Survey (Test) (DMWAS) (see Appendix C) to assess the level of apprehension in students concerning writing. The DMWAS contained 26 statements using a five-point Likert scale with responses from strongly agree to strongly disagree. The high reliability estimate measured with Cronbach's alpha coefficient ranged from .89 to .94.

DMWAS has been used extensively and is considered an accurate tool for measuring students' writing apprehension (e.g., Clark, 2003; Rhoads et al., 1997; Wiltse, 2000). A DMWAS mean of 78 means the student has a normal level of writing apprehension. As scores get higher, the level of apprehension decreases. The converse is true—as scores get lower, the score for writing apprehension increases. The range is from 46 to 96. Students who have high levels of apprehension often lack confidence that they can perform well even if they have the necessary skills (Wiltse, 2000; Spain, 2009).

Using the following formula, the researcher determined the Writing Apprehension (WA) score: $WA = 78 + PSV - NSV$. The positive or PSV questions were numbers 1, 4, 5, 7, 8, 13, 16, 18, 21, 22, 24, 25, and 26. The negative or NSV questions were numbers 2, 3, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, and 23. The WA scores ranged from 26 to 130. The further a score was from the mean of 78, the more likely the description of a range of scores applied. The ten stages were: Starting/Avoidance, Ideas, Evaluation, Composition Course, Handing in Assignments, Showing to Others, Enjoyment, Ease/Ability, Clarity, and Self-Esteem.

Analysis

Two surveys, the MBRAM (see Appendix A) a 20 question survey with Likert scale type responses developed by Dr. Larry Mikulecky to measure reading apprehension and the DMWAS (see Appendix C) a 26 question survey with Likert-scale type responses developed by Drs. John A. Daly and Michael D. Miller to measure writing apprehension were used. The surveys were administered to the students during the first two weeks of the class (pre-) and the final two weeks (post-) prior to the completion of the course.

The surveys were divided into four sections. Section I contained 10 positive statements toward reading and was used to obtain pre- and post- course completion data on student positive attitudes and perceptions toward reading. Section II contained 10 negative statements toward reading and was used to obtain pre- and post- course completion data on student negative attitudes and perceptions toward reading (Mikulecky, 1976). Section III contained 13 positive statements toward writing and was used to obtain pre- and post-course completion data on student positive attitudes and perceptions toward writing. Section IV contained 13 negative statements toward writing and was used to obtain pre- and post- course completion data on student negative attitudes and perceptions toward writing (Daly & Miller, 1984).

Sections I, II, III, and IV consisted of 46 Likert-like scale questions that corresponded to the two research questions. Sections I and II consisted of 20 Likert-like scale measures for reading. Participants responded by how much each applied to them personally. For “Very Unlike Me” they circled one. If they fell somewhere

in between, the appropriate number was circled from list as follows:

- 1: Very Unlike Me
- 2: Unlike Me
- 3: Neutral
- 4: Like Me
- 5: Very Like Me

Sections III and IV consisted of 26 Likert-like scale questions that corresponded to the two research questions. Sections III and IV consisted of Likert-like scale measures for writing. Participants responded by how much each applied to them personally. For “Strongly Disagree” they circled the number 5. If they fell somewhere in between, the appropriate number was circled from the list as follows:

- 5: Strongly Disagree
- 4: Disagree
- 3: Uncertain
- 2: Agree
- 1: Strongly Agree

Overview of the Exit Interview Instruments

Participants (students) (see Appendix F) and professors (instructors) (see Appendix I) participated in individual interviews that were conducted by the researcher in the community college in spaces separate from the classroom. The interviews took place two weeks prior to the completion of the class. The researcher conducted all interviews, which were audio-taped and accompanied by handwritten notes.

Student and Instructor Exit Interviews

Two to three weeks prior to semester exams, student interviews were conducted individually following the mid-April survey administration in a separate and quiet area outside of the classroom and after class dismissal. The Instructor Exit Interviews were administered to ALP instructors in their offices two to three weeks prior to the completion of the ALP class in April/May 2013. The meeting schedules and venues were discussed with the instructors prior to setting up the appointments. A mutually convenient time and place was chosen by each instructor participant.

All student and instructor interviews were voluntary and anonymous. The ALP instructors were identified by name, but were assured verbally and in writing that their identity would never be disclosed and that pseudonyms would be used to code all data. In addition, the researcher communicated to the students and instructors that all data was stored under lock and key to ensure they were accessible only to the researcher, as well as, storing codes, code breakers and raw data as an additional precaution. The researcher conducted all interviews which were audio-taped and accompanied by handwritten notes. Audio records were erased and handwritten notes of all interviews were destroyed at the completion of the study and the subsequent approval of the dissertation.

Student Exit Interviews

The Student Exit Interviews (see Appendix F) were conducted using six, open-ended, semi-structured questions. The questions were designed so the student might elaborate on the experience in the ALP classroom and curriculum with reading and writing, and their personal performance and confidence in reading and writing as a result

of their enrollment in the ALP English course. The interviews took place after the conclusion of the ALP class in a separate, quiet BRCC area. The researcher encouraged the student participants to provide detail on their experiences for additional data.

The Student Exit Interview included six questions:

- 1) What do you consider your successes that you experienced while enrolled in this Accelerated Learning Program English Course?
- 2) What did you find most difficult while taking this ALP English Course?
- 3) Which was the most helpful aid to you that the school offered while taking this course?
- 4) Do you feel more confident in your writing after taking this ALP English Course?
- 5) Do you feel more confident in your reading after taking this ALP English Course?
- 6) Would you recommend taking the dual-enrollment ALP 099A or 099B Course in conjunction with English 101 to your friends and other students?

The ALP Student Exit Interview helped identify areas of change in the student participants' perceptions of or attitudes toward reading and writing that they made during the ALP dual-enrollment English classes.

Instructor Exit Interviews

The Instructor Exit Interviews (see Appendix I) were conducted using three, open-ended, semi-structured questions. The questions were designed so the instructor could elaborate on the ALP classroom and curriculum, student performance and

confidence, and personal pedagogical success. The researcher encouraged the instructors to provide detail on their experiences for additional data.

The Professor Exit Interview included three questions:

- 1) Describe the learning environment of the ALP classroom.
- 2) In your opinion, what were the greatest successes and disappointments that you experienced teaching the mandatory ALP developmental English Course?
- 3) Did you see any changes in your ALP students' confidence, class participation, and assignments from the beginning of the semester to the present?

The ALP Instructors' Exit Interview helped to identify areas of change in students' perceptions of or attitudes toward reading and writing that they observed during the semester of the ALP dual-enrollment English classes.

Scoring Exit Interviews

In scoring the exit interviews, the researcher coded the data for the emergence of themes and traits as to how the ALP dual-enrollment English students perceived themselves and were perceived by their instructors as changing: a) academically, b) emotionally, and c) socially.

Data Analysis

In an effort to increase the validity of this study's results, the researcher utilized three of the procedures of triangulation suggested by qualitative researchers to verify data. First, the method of investigator triangulation was employed. Multiple code words were used to analyze the data collected. This helped ensure that the potential bias of the

researcher did not contaminate the study. Second, the use of surveys provided the methodological triangulation of multiple methods of data collection recommended for qualitative studies (Creswell, 1994). Item consistency and survey stability were already established through multiple year use of the MBRAM and DMWAS. “The third method of triangulation was the theoretical frameworks of organizational and systems theory to analyze the participants’ perception of attitude change. After the interviews, responses were summarized into statements and transformed into response clusters expressed in themes. Together, these procedures attempted to verify and validate the emerging items and general patterns in this study” (Fitzgerald, 2002, p. 53).

Quantitative Data Analysis

Using descriptive statistics, survey data were analyzed (Gay & Airasian, 2000). Raw data from the surveys determined percentage rates of response for each or a combination of questions. The Likert-scale-type questions were analyzed using percentage rates of each question. Results were summarized using tables that reflected responses to the two research questions posited for this study and corresponded with Sections I, II, III, and IV of the survey responses.

Qualitative Data Analysis

Data from the Student and Professor Exit Interviews were transcribed into Word documents and labeled with pseudonyms to differentiate among the nine student participants and the four professors. The transcribed interviews were identified as:

Student Interview #1:	#0119	Judy
Student Interview #2:	#0613	Matt

Student Interview #3:	#2758	Ray
Student Interview #4:	#8684	Eva
Student Interview #5:	#1415	Todd
Student Interview #6:	#1510	Jorge
Student Interview #7:	#1709	Claudio
Student Interview #8:	#0234	Katie
Student Interview #9:	#0341	Joyce
Professor #1:		Dr. Murphy
Professor #2:		Dr. Bleidorn
Professor #3:		Dr. Kloeckner
Professor #4:		Dr. Carlyle

Transcribed data were attached with field notes, dated and sequenced in a manageable form to facilitate analysis. Copies of transcripts and field notes were made for immediate use, while originals were stored in a safe place as clean, unmarked original data for future referencing. Transcripts for immediate use had extra large margins to provide ample space for noting main themes and other important characteristics when reading through data. Data on computer files were organized and copied for immediate use, with backup copies made for safe keeping of original data for future reference. Data was then analyzed using the four iterative steps described by Gay and Airasian (2000): reading/memoing, describing, classifying, and interpreting.

Reading/memoing – This step consisted of a careful and extensive reading of the

transcripts, field notes, and interviewer's reflections to get familiar with the data, and identify outstanding phases that made up main themes (Miles & Huberman, 1994).

Impressive sections of data were underlined to highlight important comments, and notes were written in the margins to keep track of first thoughts that had the potential to develop into main themes.

Describing – This step involved close examination of the data to generate detailed characterization of the setting, participants, and activities. Descriptions established the context in which the study took place, the processes involved, and the identity (coded) and actions of participants.

Classifying – This step grouped chunks of data from field notes, transcripts and reflective comments into units that represented different aspects of the data. Classifying involved forming categories of ideas that were comparable to each other, and determining relationships among them. The interview questions were used as categories and the resulting data produced codes. These codes included: *Promoting Curricular Goals in Instruction; Creating a Learning Community; Building Reading Skills and Confident Readers; Developing Critical Thinkers in Reading; Building Writing Skills and Confident Writers, Revising and Editing Writing; Developing Critical Thinkers in Writing; and Confronting Challenges*. The code for general issues accommodated all sets of data that added meaning to the study but did not fit the two-question-related, predetermined codes.

Interpreting – This step involved selecting and reporting categories that best represented important meanings in the data. Identified categories of data were integrated and connected to the research topic to determine what was important to the data, why it

was important, and what it meant to the participants and the studied context.

Merging of Data

Results from the quantitative part of the study were converged with results from the qualitative part during the interpretation phase (Creswell, 2003). This data triangulation technique was used to validate findings from quantitative and qualitative methods of data analysis. Themes that were generated from interviews were compared and contrasted to categories formed from survey data to determine areas of agreement. Interview data was searched for concrete examples of benefits from participation in the dual-enrollment class; new confidence in reading and/or writing; support strategies in reading and writing that individual participants (both instructors and students) found effective; recommendations for change, and general issues (The code for general issues accommodated all sets of data that added meaning to the study but did not conform to the two-question-related, predetermined codes).

Possible Limitations of the Study

Internal validity referred to how accurately the conclusions drawn from the data represented what really happened. Some threats to internal validity may include:

- 1) Participation was voluntary – participants were recruited in the classroom by the researcher. Due to the voluntary nature of the study, coupled with absence and attrition, the data from early-February and mid-April testing was limited to participants attending class on the days the surveys were administered.
- 2) Testing referred to the effects of taking one test on the results of a later test – the MBRAM and the DMWAS were taken in early-February at the beginning

of class and the same surveys, MBRAM and the DMWAS, were taken in mid-April two to three weeks prior to ALP class completion. Although taken three and one-half months apart, students may have been influenced by answering the same questions twice.

- 3) Physical conditions (time of day, length of class) in which assessments were administered may have impacted the results.

Researcher

Through the research process, the research facilitator was reflective about her own perspectives and the role they played in her interpretations. In order to produce authentic and credible results, she was self-analytical, reflective, and politically aware. The researcher acted as a facilitator of the research process for the study participants in this study. In Activity Theory Paradigm research, the role of the researcher was also that of the facilitator who acted as a catalyst and support for the students as they discussed their individual student and learning community experiences in the Student Exit Interviews in the dual-enrollment English 101 and ALP LCB 099A and 099B classes.

In order to minimize problems of bias, the following strategies of validity were used: checking transcripts, using grid charts to confirm comments, constantly comparing codes through the three stages in the coding process, and taking copious notes throughout the research process.

The researcher was an instructor with 22 years of secondary school teaching experience as a reading specialist, an E.S.L. and an English teacher, a Reading Center

supervisor, and a Reading/Writing Workshop teacher. She did not work at the research site.

CHAPTER IV
RESEARCH FINDINGS

Study Purpose

The study examined survey and interview data collected that addressed the change of students' attitudes and perceptions toward reading and writing after participation in the ALP dual-enrollment classes.

The research study was conducted at Blue Ribbon Community College (BRCC), a Midwestern suburban community college near a highly-populated urban area. In this study, the BRCC ALP course 099-LCB Strategies for College Reading and Writing was designed to improve the percentage of the developmental students who passed both the non-credit, developmental English 099 class and the corresponding 3-hour-credit English 101 class. The students were first year community college students who failed to meet the community college's benchmark score for the English 101 entrance exam resulting in dual-enrollment in the non-credit 099 LCB Strategies for College Reading and/or Writing and the 3-hour English 101 course. Both courses were taught by the same instructor.

The research questions were:

Research Question 1: Do students' attitudes and perceptions change toward reading following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English course as measured by student survey data

collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected near the completion of the Course?

Research Question 2: Do students' attitudes and perceptions change toward writing following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected near the completion of the course?

Data Collection Overview

A mixed methods approach, that is, descriptive-qualitative/ethnographic was used in the study. The quantitative study data were collected from the Mikulecky Behavioral Reading Attitude Measure (MBRAM) and the Daly Miller Writing Apprehension Survey (DMWAS), both of which had Likert-scale type responses to questions that measured students' attitudes and perceptions toward reading and writing and the changes that occurred. Both were documents related to developmental reading education at BRCC, and collected in the classroom.

Qualitative data were collected using one-to-one audio-taped interviews with nine 099-LCB ALP students and four instructors during the same one week period as the student and instructor mid-April survey administration. All interviews were conducted individually, privately, and separately from the classroom on the BRCC campus. Results from quantitative and qualitative data were compared during the analysis stage and converged during the interpretation phase. Both forms were collected at the same time, giving equal priority to quantitative and qualitative methods of data collection. The

purpose of using a mixed-methods design was to obtain comparable data on the same phenomenon and develop detailed descriptions of changes in ALP LCB 099 students' attitudes and perceptions of reading.

The Mikulecky Behavioral Reading Attitude Measure (MBRAM) (see Appendix A) and the Daly-Miller Writing Apprehension Survey (DMWAS) (see Appendix C) were administered near the beginning of the ALP LCB 099 classrooms during the week of February 1-7, 2013 at Blue Ribbon Community College. Nine students volunteered to complete the documents.

The purpose of the initial surveys was to begin to develop data describing each individual 099-LCB ALP student's attitudes and perceptions toward reading and writing. The MBRAM and the DMWAS were administered again in the classrooms during the week of April 15-22, 2013. Nine students completed both the early-February and the mid-April surveys. The purpose of the mid-April surveys was to collect student data in order to compare it to the February surveys.

In the research study, students' attitudes and perceptions toward reading as measured by the Mikulecky Behavioral Reading Attitude Measure (MBRAM) used near the beginning of the course in early-February 2013 and near the completion of the course in mid-April for comparison of attitude and perception change, and the reading data from the Student and Instructor Exit Interviews conducted in mid-April were discussed in the following discourse.

The independent variable was the student study participants' change in attitude and perception toward reading and writing and the dependent variables were the MBRAM, the Student Exit Interviews, and the Instructor Exit Interviews.

Reading

Research Question 1: Do students' attitudes and perceptions change toward reading following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data conducted and collected at the completion of the Course?

The Mikulecky Behavioral Reading Attitude Measure, a 20-item Likert-type measure based on Krathwohl, Bloom, and Massia's (1964) Taxonomy of Affective Development and Hovland and Rosenberg's (1960) tripartite model consisting of affective, cognitive, and behavioral components of attitude, was used. The MBRAM was defined by the test creator as generally neutral. Figure 2 displays a positive change in an increase of MBRAM reading attitude scores of 77 among six study participants and a decrease in reading attitude scores of 16 among three study participants.

The following illustrated the MBRAM criteria as determined by Dr. Larry Mikulecky:

1. Highest Possible Score: 110 indicated a good or positive attitude toward reading.
2. Midpoint Score: 55 indicated a generally "Neutral" score toward reading.

3. Lowest Possible Score: 22 indicated a poor or negative attitude toward reading.

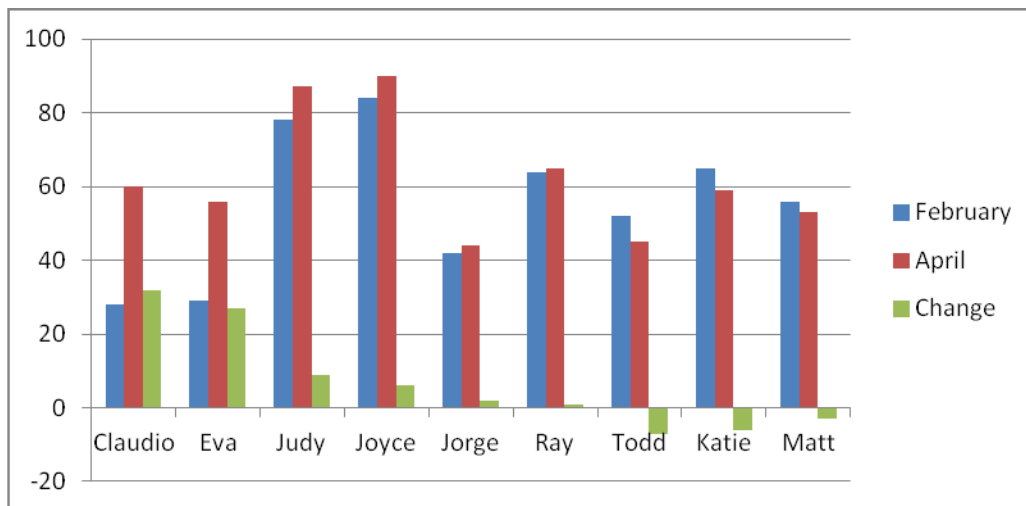


Figure 2. MBRAM Scores – Early-February, Mid-April, and Change

Six of the nine student study participants increased their reading attitude scores from the early-February to the mid-April administration of the MBRAM. There was a 77 point total increase among the six participants from early-February to mid-April. As illustrated in Table 2, the mean mid-April score increased among the nine student study participants by 6.8 points; the median increased by 4 points; and the range increased by 16 points for the lowest score to 6 points for the highest score.

Table 2 illustrated the Mean, Median, and Range of the February and April MBRAM Student Study Participant Survey Scores.

Table 2

February and April—MBRAM ALP LCB 099 Student Scores and Achievement:

Mean, Median, and Range

	February MBRAM Scores		April MBRAM Scores	Percent Change
Mean	55.3	Mean	62.1	12.3%
Median	55	Median	59	7.3%
Range	Lowest score = 28 to highest score = 84	Range	Lowest score = 44 to highest score = 90	

Table 3 illustrated the score change between the early-February and mid-April MBRAM scores.

Table 3

MBRAM Scores: P=February, PT=April, C=Change between Early-February and Mid-April Scores

<p>Total Change from February to April = 77 point participant increase in reading attitude among six participants. There was a 16 point decrease in reading attitude among three participants during the same time.</p> <p>P=(February MBRAM), PT=(April MBRAM), C=(Change between February & April Scores)</p> <p>Increase:</p> <table border="1"> <thead> <tr> <th colspan="3">Claudio</th> <th colspan="3">Eva</th> <th colspan="3">Judy</th> <th colspan="3">Joyce</th> <th colspan="3">Jorge</th> <th colspan="3">Ray</th> </tr> <tr> <th>P</th><th>PT</th><th>C</th> <th>P</th><th>PT</th><th>C</th> <th>P</th><th>PT</th><th>C</th> <th>P</th><th>PT</th><th>C</th> <th>P</th><th>PT</th><th>C</th> <th>P</th><th>PT</th><th>C</th> </tr> </thead> <tbody> <tr> <td>28</td><td>60</td><td>32</td> <td>29</td><td>56</td><td>27</td> <td>78</td><td>87</td><td>9</td> <td>84</td><td>90</td><td>6</td> <td>42</td><td>44</td><td>2</td> <td>64</td><td>65</td><td>1</td> </tr> </tbody> </table> <p>Decrease:</p> <table border="1"> <thead> <tr> <th colspan="3">Todd</th> <th colspan="3">Katie</th> <th colspan="3">Matt</th> </tr> <tr> <th>Pre</th><th>Post</th><th>Change</th> <th>Pre</th><th>Post</th><th>Change</th> <th>Pre</th><th>Post</th><th>Change</th> </tr> </thead> <tbody> <tr> <td>52</td><td>45</td><td>-7</td> <td>65</td><td>59</td><td>-6</td> <td>56</td><td>53</td><td>-3</td> </tr> </tbody> </table>																			Claudio			Eva			Judy			Joyce			Jorge			Ray			P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C	28	60	32	29	56	27	78	87	9	84	90	6	42	44	2	64	65	1	Todd			Katie			Matt			Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	52	45	-7	65	59	-6	56	53	-3
Claudio			Eva			Judy			Joyce			Jorge			Ray																																																																																				
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Table 3 illustrated an increase in the student study participant reading attitude for six of the nine participants after completion of the ALP LCB 099A and 099 B dual-enrollment English classes. There was a 16 point increase in the lowest score of the student study participants. Two students increased their scores from the lowest score in early-February to a mid-April Midpoint or “Neutral” score. Two students MBRAM scores declined below the Midpoint or “Neutral” score and although another student participant’s score declined, it remained above the Midpoint or “Neutral” score.

The total change in reading attitude scores for the nine ALP developmental English class students from early-February to mid-April MBRAM survey score data was 61 points. The comparison of the early-February and mid-April MBRAM survey data totals indicated that six students showed a positive increase or change in attitude concerning reading in the Mikulecky Behavioral Reading Attitude Measure from the beginning of class in early-February 2013 to the near completion of class in mid-April 2013 and three students showed a decrease in positive attitude concerning reading in the Mikulecky Behavioral Reading Attitude Measure from the beginning of class in early-February 2013 to the near completion of class in mid-April 2013.

Summary of Data

Six of nine student survey participants raised their MBRAM reading attitude scores a total of 77 points from the early-February administration to the mid-April administration which meant a positive change and a good attitude toward reading. Two students study participant’s scores declined from the early-February administration to the mid-April administration by 3 points and 6 points respectively but still remained within

the Midpoint or “Neutral” range which meant a generally “Neutral” score. One student study participant’s score declined 7 points and fell below the Midpoint or “Neutral” range which may have indicated a poor or negative attitude in reading.

As illustrated in Table 2, the mean mid-April MBRAM score increased among the nine student study participants by 6.8 points; the median increased by 4 points; and the range increased by 16 points for the lowest score to 6 points for the highest score.

Table 3 illustrated an increase in the student study participant reading attitude for six of the nine participants after completion of the ALP LCB 099A and/or 099 B dual-enrollment English classes.

The MBRAM score data provided evidence of a positive increase or change in student study participants’ attitude and perception toward reading and may have indicated that participation in the ALP LCB 099 and English 101 dual-enrollment classes had a positive impact on student study participants’ reading attitudes and perceptions. The MBRAM early-February to mid-April survey score changes lent evidence of a positive increase or change in student study participants’ attitude and perception toward reading.

Interviews – Reading

The Student Exit Interviews (see Appendix F) were conducted using six, open-ended, semi-structured questions. The questions were designed so the student could elaborate on his/her individual experience in the ALP classroom and curriculum with reading, and personal performance and confidence in reading as a result of enrollment in the ALP English course. The interviews took place in a separate and private area in BRCC two to three weeks prior to the conclusion of the ALP class in April/May 2013.

The meeting schedules and venues were discussed with the students and class instructor prior to scheduling the appointments. A mutually convenient time and place was chosen by the students and the researcher for the interview.

Prior to agreeing to the interview, the study participant was told that the interview would be anonymous, voluntary, audio-taped, and conducted by the researcher. In addition, the participant was informed that handwritten notes would be taken by the researcher during the interview, and added to the interview data to be analyzed. Additionally, the participant was informed that he/she would not be identified by name and was assured verbally and in writing that his/her identity would never be disclosed and that a pseudonym would be used to code all data. Furthermore, as another precaution, the researcher communicated to the participant that all data, including storing codes, code breakers and raw data, would be stored under lock and key to ensure that accessibility applied only to the researcher. Audio records would be erased and handwritten notes would be destroyed at the completion of the study and the subsequent approval of the dissertation.

The Exit Interview Questions of Community College Students Enrolled in a One-Semester Mandatory ALP Developmental English Course (see Appendix F) and administered in April near course completion were:

1. What do you consider your successes that you experienced while enrolled in the courses of English 101 and the Accelerated Learning Program English course LCB 099A and/or 099B?

2. What did you find most difficult while taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
3. What did you find most helpful while taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
4. Do you feel more confident in your reading after taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
5. Do you feel more confident in your writing after taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
6. Would you recommend enrolling in the dual-enrollment English 101 and the developmental English 099A or 099 B courses to your friends or other students?

Student Study Participant Interview Data – Reading

Qualitative data were analyzed using four iterative steps recommended by Gay and Airsian (2000). These included: reading or memoing, describing, analyzing, and interpreting.

After the interview data were collected, item analysis was conducted and themes emerged. These included: *Promoting Curricular Goals in Instruction; Creating a Learning Community, Building Reading Skills and Confident Readers; Developing Critical Thinkers in Reading; and Confronting Challenges*. Displayed below are Table 4 entitled Summary of Themes from Study Participant Interview Data-Reading and Table 5

entitled Summary of Themes from Instructor Interview Data – Reading that represented the transcribed interviews and field notes in the produced categories and included both student and instructor participant responses to reading interview themes.

The themes of *Building Reading Skills and Confident Readers* and *Developing Critical Thinkers in Reading* provided a window into students' attitudes and perceptions of reading as a result of participation in the dual-enrollment classes. The following data were generated by Student Study Participant Exit Interviews and encapsulated student responses according to the themes of *Building Reading Skills and Confident Readers* and *Developing Critical Thinkers in Reading*.

Building Reading Skills and Confident Readers - Students

The following relevant statements gave research information relative to research questions that existed in the theme, *Building Reading Skills and Confident Readers*. This theme included an important goal of the Strategies for College Reading and Writing Class (ALP LCB 099) which was to aid students in developing their reading skills. There were no negative student study participant interview statements. The following provided evidence of positive change in student attitude and perception toward reading.

Table 4

Summary of Themes from Student Interview Data – Reading

Interview #1 – Judy	Interview #2 – Matt	Interview #3 – Ray
<p>Promoting Curricular Goals in Instruction *Definitely an instructional advantage over English 101 only *Gained prior knowledge from instruction; aids *Formulated a basic foundation for English 102. *Enhanced individual instruction with small classes *Enhanced topic discussions</p>	<p>Promoting Curricular Goals in Instruction * Developing Questioning Readers</p>	<p>Promoting Curricular Goals in Instruction</p>
<p>Creating a Learning Community *Increased clarity of topic discussions *Augmented class discussions</p>	<p>Creating a Learning Community * Developing questioning readers & writers into learning community * Develops a community of learners</p>	<p>Creating a Learning Community</p>
<p>Building Reading Skills & Confident Readers * More confident reader after participation in ALP classes * Dual-enrollment classes increased instructor availability & individual conferences resulting from smaller class size *Strengthened student understanding through discussion and repetition *Multiple individual student/instructor interactions helpful</p>	<p>Building Reading Skills & Confident Readers *Experiences “way more” confidence in reading *Individualized instruction & frequent one-to-one conferences possible because of smaller class size * Learned the strategy of asking instructor to clear up confusion concerning questions *Individualized instruction & one-to-one conferences -a result of smaller classes</p>	<p>Building Reading Skills & Confident Readers *Experienced more confidence in reading after individualized instruction resulting from small classes</p>
<p>Developing Critical Thinkers in Reading * Developing more confident readers</p>	<p>Developing Critical Thinkers in Reading *Able to find the deeper meaning with reading skills learned from the dual-enrollment classes</p>	<p>Developing Critical Thinkers in Reading *Although a good reader, I learned more about reading skills to make me a better reader</p>
<p>Interview #4 – Eva</p>	<p>Interview #5 – Todd</p>	<p>Interview #6 – Jorge</p>
<p>Creating a Learning Community *Viewing work by others in class developed trust in our learning community</p>	<p>Creating a Learning Community *Concentrating on improving each other’s work by giving and receiving constructive criticism *Increased instructor to student availability to</p>	<p>Creating a Learning Community</p>

answer questions

Interview #4 – Eva	Interview #5 – Todd	Interview #6 – Jorge
Building Reading Skills & Confident Readers * Former reluctant reader, reads more now after participating in dual-enrollment classes * Reading much improved * Learned to read for deeper meaning * *Verbalized, “Reading is FUN-da-mental,” to interviewer after participating in dual-enrollment classes	Building Reading Skills & Confident Readers * Became a critical reader and thinker after training in dual-enrollment classes *Increased instructor to student availability to answer questions *Developing strategies—ask instructor to clear up questions *Developing independence by adapting a reading strategy to keep his place while reading *Increased comprehension * Improved reading skills as a result of ALP LCB 099	Building Reading Skills & Confident * Increased comprehension as a result of participation in the dual-enrollment classes * Became a better reader * Learned to read for deeper meaning from participation in the dual-enrollment
Developing Critical Thinkers in Reading	Developing Critical Thinkers in Reading * Training my brain to take in more while reading	Developing Critical Thinkers in Reading * Reading a lot of different material for deeper meaning
Interview #7 – Claudio	Interview #8 – Katie	Interview #9 – Joyce
Promoting Curricular Goals in Instruction	Promoting Curricular Goals in Instruction *Learning to read for deeper meaning aided comprehension	Promoting Curricular Goals in Instruction *Learning to evaluate my reading helped me overcome my reading difficulties
Creating a Learning Community *Participation in discussions aided confidence in Reading	Creating a Learning Community	Creating a Learning Community
Building Reading Skills & Confident Readers *Feeling more confident in reading after participation in classes *Attributed new confidence in reading to participation in the dual-enrollment classes participation in the dual-enrollment classes	Building Reading Skills & Confident Readers *Experiencing more confidence in reading as a result of participation in the dual-enrollment classes	Building Reading Skills & Confident Reader *Feeling more confidence in reading after participation in the dual-enrollment classes *Learned to evaluate reading after

Interview #7 – Claudio

Interview #8 – Katie

Interview #9 – Joyce

Developing Critical Thinkers in Reading

*Found class discussion valuable in developing
critical thinking skills

Developing Critical Thinkers in Reading

Developing Critical Thinkers in Reading

All nine students commented that they experienced a positive change in their reading and reading skills because they felt more confident in their reading after participating in the ALP LCB 099 dual-enrollment classes. Each of the nine ALP LCB 099 students observed, “I definitely feel more confident in my reading after taking (the dual-enrollment classes) 099 and 101.”

One student remarked, “In high school, English was my worst class; I always dreaded going to that class. I felt way more confident in my reading after taking the 099 class. If I was confused about something, I asked the professor to answer my questions.”

One student commented after participating in the dual-enrollment classes, “I didn’t like to read. Even though I didn’t particularly like to read, I am reading more now. You know they say that, ‘Reading is FUN-da-mental,’” she smiled. This student study participant experienced a positive change in her reading attitude and perception from one of dislike to one of acceptance.

An ALP student who created a strategy to help himself with his reading as a result of the reading instruction he experienced in the dual-enrollment classes commented, “I felt more confident in my reading after taking the ALP 099 and English courses this semester. Even to this day, I still read out loud whenever I read. I found that it helped me read better.” This was another example of a positive change or improvement in a student study participant’s attitude and perception toward reading.

While highlighting the critical thinking instruction she received in her ALP class, a student participant stated, “I found because we did more critical thinking in the class, it trained my brain to take more in when I read. My comprehension increased.”

Another student study participant commented, “There was a lot of material that had to be read to find deeper meaning. I improved my reading skills, my comprehension, and my reading confidence because of learning the skills to read to find the deeper meaning in my reading in my 099 classes.”

Another student responded in the interview that she had learned to find deeper meaning in her reading as a result of the dual-enrollment classes, 099 and English 101, “Yes, as a result of taking English 101 and ALP 099 at the same time, (I feel more confident in my reading). I improved my reading skills and increased my comprehension in one semester through the reading discussions and the professor’s reading instruction in the dual-enrollment classes. The classes definitely helped me become a better and more confident reader.”

These student study participants experienced a positive change in their view of themselves as readers because they learned to read for deeper meaning and as a result found that their new critical reading skills increased their comprehension and confidence in their reading, and provided them with a better perception and positive attitude of themselves as readers.

Developing Critical Thinkers in Reading – Students

The following relevant statements gave research information relative to research questions that existed in the theme, *Developing Critical Thinkers in Reading*. This theme signified a key goal of the ALP Class which was to instruct students to read to find the “deeper meaning” and to aid students to “train their brains” to take in more when they read in order to develop their reading and critical thinking skills. There were no negative

student participant statements. The following interview data provided evidence of an increase or positive change in student study participant attitude and perception toward reading.

In addressing the theme, *Developing Critical Thinkers in Reading*, a student observed, “There was a lot of material that had to be read to find deeper meaning. As a result of the dual-enrollment classes and the training to read critically, I became a much better and more critical reader who has acquired the habit of reading for deeper meaning.”

Another said, “I really enjoyed the reading discussions and they expanded my ideas about the reading and caused me to become a more critical reader. We had some really powerful class discussions concerning our reading.”

However, one student disagreed with some of the reading choices, she commented, “I preferred the reading (to be) more to my taste and did not always agree with the reading choices; still I developed my reading skills, improved my comprehension and became a critical thinker and reader after participation in the dual-enrollment classes.”

One student remarked that the class reading assignments were very time consuming. Students were assigned to participate in online discussions of their readings. This study participant was overwhelmed by the online assignment along with the other assignments for both classes. She commented that many students had responsibilities outside of the classroom, such as full-time jobs, family responsibilities, etc. However, her instructor observed that she completed her assignments and at the end of the semester

passed to English 102. This achievement added to her confidence and her perception of herself as a reader and writer.

Student Exit Interview Summary – Reading

The following Student Exit Interview responses illustrated positive changes in student attitude and perception in reading as a result of participation in the dual-enrollment English classes of ALP LCB 099 and English 101. One-hundred percent of student study participants responded that they felt more confident in their reading as a result of instruction in the dual-enrollment classes; 67% of student study participants responded that they increased their reading skills because they learned to read for deeper meaning and as a result had a more positive attitude and perception of themselves as readers. As a result of participating in the dual-enrollment English classes, 44% felt more confident in both their comprehension and their reading; 44% felt their reading improved because they became critical readers and thinkers as a result of their participation in the dual-enrollment classes; and 33% felt that their participation in the dual-enrollment English class' reading discussions strengthened their understanding of reading and contributed to a positive attitude and perception of themselves as readers.

The study participant statements above provided evidence of a positive change in student attitude and perception. There were two negative study participant statements: one was regarding the student's dislike for the choice of class reading selections and the other was the amount of assigned work that both classes required especially when students had outside responsibilities.

The positive statements provided evidence of student study participants' positive changes in attitude and perception toward reading as a result of participation in the dual-enrollment English classes.

Instructor Exit Interview - Reading

The Instructor Exit Interviews were the second qualitative piece (see Appendix I). They were conducted using three, open-ended, semi-structured questions. The questions were designed so the instructor could elaborate on the ALP classroom reading experience and curriculum, and note changes in individual student performance and confidence in reading attributed to the ALP course, and/or course pedagogy.

The Exit Interview Questions of Community College Professors Teaching a One-Semester Mandatory ALP Developmental English Course (see Appendix I) and administered in mid-April near course completion were as follows:

1. Describe the learning environment of the ALP classroom?
2. Did you see any changes in individual student's writing and/or reading confidence, class participation and assignments since the beginning of the concurrent acquisition courses of English 101 and/or English 099A or English 099B?
3. In your opinion what were the greatest successes that you experienced with the Accelerated Learning Program developmental English Courses?

Instructor Exit Interview Data

After the interview data were collected, pseudonyms were used to identify instructors, item analysis was conducted and themes emerged for the Instructor Exit

Interview Data. These included: *Promoting Curricular Goals in Instruction; Creating a Learning Community, Building Reading Skills and Confident Readers, and Developing Critical Thinkers in Reading.*

Interview data and field notes according to emerging themes and displayed according to volunteer study participant instructor interviews were included in Table 5 which follows on page 102.

Table 5

Summary of Themes from Instructor Interview Data – Reading

<i>Interview #1 -Dr. Murphy</i>	<i>Interview #2 - Dr. Bleidorn</i>	<i>Interview #3 - Dr. Kloeckner</i>	<i>Interview #4 - Dr. Carlyle</i>
<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Develops questioning readers & writers *Sets high standards *Cultivates critical thinking skills by practicing finding, interpreting, and discussing the deep meanings of assigned readings 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Develops a community of readers & writers with individualized instruction *Establishes trust with students which allows them to accept constructive criticism *Offers opportunity to earn 3 hours credit for English 101 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Concentrates on student weakness & builds trust learned in the classroom community so students are comfortable with viewing each other’s work 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Develop readers & writers who could interpret the deeper meaning in their reading *Develop readers & writers who could respond to & evaluate their interpretation of the deeper meaning *Learn to use source material *Learn to frame an argument
<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Develops questioning readers and writers *Develops a community of who no longer fear reading and writing 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Creates classroom learning community *Develops community with individualized instruction 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Develops a learning community by gaining students’ trust and helping them move forward *Develops a learning community where students trust each other viewing their work *Offers the opportunity for individualized instruction 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Developing students as questioning readers and writers into a learning community
<p>Building Reading Skills & Confident Readers</p> <ul style="list-style-type: none"> *Practice finding, interpreting, & discussing deep meaning of assigned 	<p>Building Reading Skills & Confident Readers</p> <ul style="list-style-type: none"> *Respond after class completion with many more perceptive comments about their classmates’ ideas than at 	<p>Building Reading Skills & Confident Readers</p>	<p>Building Reading Skills & Confident Readers</p> <ul style="list-style-type: none"> *Develop students’ ability to interpret in response to what is read and evaluate it *Develop readers & writers

readings and writers
*Develop questioning
readers & writers

the beginning of the semester-
result of individualized
instruction

who could interpret the
deeper meaning in their
reading

Interview #1 - Dr. Murphy

Interview #2 - Dr. Bleidorn

Interview #3 - Dr. Kloeckner

Interview #4 - Dr. Carlyle

*Develop readers and writers
who could respond to and
evaluate their interpretation
of the deeper meaning
*Learn to use source
material
*Learn to frame an argument

**Developing Critical
Thinkers in Reading**

*Practice finding
interpreting & discussing
meaning of assigned
readings and writers

**Developing Critical
Thinkers in Reading**

*Respond after class
completion with many
more perceptive comments
about their classmates'
ideas than at the beginning
of the semester-the result
of individualized
instruction

**Developing Critical
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**Developing Critical
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*Develop readers & writers
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reading
*Develop readers & writers
who could respond to &
evaluate their interpretation
of the deeper meaning
*Develop students' ability to
interpret in response to
what is read and evaluate it
*Learn to use source material
*Learn to frame an argument

Building Reading Skills and Confident Readers – Instructors

There was agreement in responses among the four instructors participating in the study pertaining to the themes, *Building Reading Skills and Confident Readers* and *Developing Critical Thinkers in Reading*.

These themes signified an important goal of the Strategies for College Reading and Writing Class of building and developing confident and critical readers and thinkers. The instructor study participants did not indicate any negative response statements. The following instructor responses provided evidence of a positive change in student attitude and perception toward reading.

Dr. Murphy stated, “The student participants she taught developed into a community of readers and writers who definitely exhibited confidence in their reading and writing near completion of the course and no longer feared reading and writing.” Dr. Carlyle added that one of his goals was to “develop students’ ability to interpret the deeper meaning in their reading and then evaluate their interpretation of the deeper meaning, which near completion of the course, the students were able to do and do well.” In addition, Dr. Kloeckner noted in her class that she “perceived the development of a learning community, where students trusted each other in viewing their work. This resulted in aiding the students to become confident critical readers and writers.”

Dr. Kloeckner and her colleagues commented that the building of a learning community in the classroom aided in developing students as critical readers and writers who became confident in their reading and writing skills and changed their perception and attitude of themselves as readers and writers during class instruction, writing and

reading conference individualized instruction, and during class writing and revision. As the semester progressed, the instructors observed that students became independent and critical readers and writers who were confident in their abilities as readers and writers and changed their perception and attitudes of themselves accordingly.

Developing Critical Thinkers in Reading - Instructors

The following relevant statements gave research information relative to research questions that existed in the theme, *Developing Readers as Critical Thinkers*. This theme incorporated a key goal of the Strategies of College Reading and Writing Class which was to instruct students to read to find the “deeper meaning” and to aid students to “train their brains” to take in more when they read in order to develop their reading and critical thinking skills. The lack of negative statements should be noted. The following data lent evidence of an increase or positive change in student study participant attitude and perception toward reading.

Dr. Bleidorn observed, “My students had many more perceptive comments about responding to their classmates’ ideas than they had at the beginning of the semester. . . I thought it was the individualized instruction.” Students changed from giving simple literal answers to digging deeper into their thoughts and readings to give meaningful and perceptive comments as response to classmates’ ideas and discussion points after several weeks of individualized instruction and participation in the class.

Instructor Exit Interview Summary – Reading

Study participant instructors indicated a positive change in students’ responses to classmates’ ideas remarking that students had many more perceptive comments than they

had at the beginning of the semester and attributed it to the individualized instruction. Another instructor remarked that one of her students commented that the class changed her negative attitudes to positive ones concerning reading and writing “by concentrating on each other’s work and giving and receiving constructive criticism.” Students’ perceptions concerning reading and writing changed as the classes developed into a learning community and the students depended on each other and their instructor for learning how to improve their own work while working on another’s. The aforementioned evidence of positive change in reading attitude and perception illustrated that as students participated in the classes and were coached to become questioning readers and writers, instructors observed that students underwent a positive attitude and perception change toward reading by cultivating their critical thinking skills and by practicing finding, interpreting, and discussing the deeper meaning of text. The lack of negative comments should be noted. These data provided evidence of an increase or positive change in student study participant attitude and perception toward reading.

Writing

In this research study, changes regarding students’ attitudes and perceptions toward writing were measured by the Daly-Miller Writing Apprehension Survey (DMWAS) administered at the beginning of the course in early-February 2013 and near the completion of the course in mid-April for comparison of writing attitude and perception change. The writing data from the Student and Instructor Interviews conducted in mid-April and the DMWAS were discussed in the following discourse.

Research Question 2: Do students’ attitudes and perceptions change toward

writing following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interviews conducted and collected following the completion of the Course?

The standard method of evaluating the Daly-Miller Writing Apprehension Survey (DMWAS) was to total the response scores of 26 statements. A higher score reflected a higher level of confidence; a low score reflected a lower level of confidence (or increased writing apprehension). The scoring system was purposely convoluted so that it would not be self-evident to the test-taker. The responses were rated on a five-point scale: strongly agree = 1, agree = 2, uncertain = 3, disagree = 4, and strongly disagree = 5. Some scores were added to the point total while others were subtracted. Higher scores were given to negative responses. Therefore, negatively worded statements, e.g., “1.) I avoid writing.” (creating a double negative) were assigned a positive point value. A positively worded statement, e.g., “15.) I enjoy writing” was assigned a negative point value. The point total was then added to 78 (26 x 3, or the number of statements times the median score per statement) for a final score. The Daly-Miller Writing Apprehension Survey Scores ranged from the highest possible score of 130 to the lowest possible score of 26.

The following general observations may be made about scores in certain ranges, and only general observations, but note that the further a score was from the mean of 78, the more likely the description of a range of scores applied. The ten stages of the Daly-Miller Writing Apprehension Survey were as follows: Starting/Avoidance, Ideas,

Evaluation, Composition Course, Handing in Assignments, Showing to Others, Enjoyment, Ease/Ability, Clarity, and Self-Esteem.

Daly-Miller Writing Apprehension Survey Data Chart

Figure 3 included both February and April Scoring Data for the Daly-Miller Writing Apprehension Survey. Table 6 displayed a total change in DMWAS writing attitude scores of 70, an overall increase of 94 in positive writing attitude change among six study participants, and a decrease of 24 in writing attitude among three study participants.

Daly-Miller Writing Apprehension Survey Results

The total positive writing change in writing apprehension scores for the nine dual-enrollment LCB 099 developmental English class and English 101 study participants' Daly-Miller Writing Apprehension Survey data was 70 points.

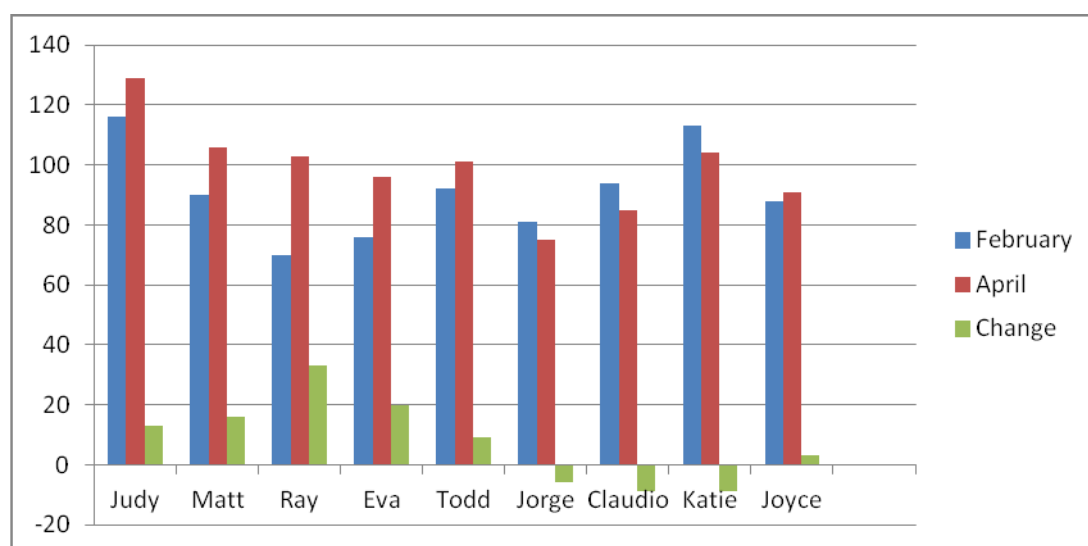


Figure 3. Daly-Miller Writing Apprehension Survey Scores – Students

Table 6

Daly-Miller Writing Apprehension Survey Scores: Early-February and Mid-April Mean, Median, and Range of Scores

	February DMWAS Scores		April DMWAS Scores	Percent Change
Mean	91	Mean	99	+8.8%
Median	90	Median	101	+12.2 %
Range	Lowest score = 70 to highest score = 116	Range	Lowest score = 75 to highest score = 129	

Table 7 illustrated a positive increase in the student study participant writing survey scores for six of the nine participants after completion of the ALP LCB 099A and 099B dual-enrollment English classes. The lowest score of the student study participants increased 33 points from 70 to 103 points from early-February to mid-April.

Table 7

Daly-Miller Writing Apprehension Survey Scores

Increase:

Judy			Matt			Ray			Eva			Todd			Joyce		
P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C
116	129	13	90	106	16	70	103	33	76	96	20	92	101	9	88	91	3

Decrease:

KATIE			CLAUDIO			JORGE		
P	PT	C	P	PT	C	P	PT	C
113	104	-9	94	85	-9	81	75	-6

With the Daly-Miller Writing Apprehension Survey (DMWAS), the further a score was from the mean of 78, the more likely the description of a range of scores applied. In February, seven student study participants scored above the mean of 78 and two scored below the mean. In April, eight students scored above the mean of 78, while one student's score was 75 or 3 points below the mean. According to *DMWAS* scores, this indicated a positive change in student attitude toward writing and a decrease in writing apprehension after participation in the ALP LCB 099 classes. According to the April *DMWAS* scores, five students scored in the 97-130 range indicating that the students had a low level of writing apprehension and four students scored in the 60-96 range indicating the students did not experience a significantly unusual amount of writing apprehension.

The categories of the DMWAS and the corresponding statement numbers were based upon key words and the statements were grouped into categories according to subject matter. For example, statement 15, "I enjoy writing," would be placed in the category ENJOYMENT. Statement 26, "I'm not good at writing," would be placed in the category EASE/ABILITY. Some statements appeared in more than one category. In all, ten categories were created with the 26 statements. Positive statements were 1; 4; 5; 7; 8; 13; 16; 18; 21; 22; 24; 25; 26. Negative statements were 2; 3; 6; 9; 10; 11; 12; 14; 15; 17; 19; 20; 23. For scoring, positive statements only were added together first and then negative statements only. The formula for the *DMWAS* Writing Apprehension Score was to add 78 to the PSV and subtract the NSV. The total was the WA score.

Table 8 indicated DMWAS statements according to categories and the resulting change between the early-February scores and the mid-April scores.

Table 8

Daly-Miller Writing Apprehension Survey Categories: Early-February and Mid-April Scores, Percent Change

Category	Early-February Scores	Mid-April Scores	Percent Change
Starting/Avoidance	85	86	1%
Ideas	80	84	5%
Evaluation	71	73	3%
Composition Course	89	89	0%
Handing in Assignments	79	79	0%
Showing to Others	70	71	1%
Enjoyment	62	65	5%
Ease/Ability	83	85	2%
Clarity	78	80	3%
Self-Esteem	72	73	1%

Daly-Miller Writing Apprehension Survey Summary

- A. Scores for the nine dual-enrollment developmental English class and English 101 study participants in the Daly-Miller Writing Apprehension Survey data totaled 94 points. Of the six students who raised their scores, one student raised his score 33 points, another raised her score 20 points, the others 16 points, 13 points, 9 points, and finally, 3 points respectively.
- B. These scores indicated either the students did not experience a significantly unusual amount of writing apprehension or had a low level of writing apprehension. Five of the study participants' scores were in the Highest

Range 97-130 indicating these students had a low level of writing apprehension, if any. Four of the study participants' scores were in the Middle Range 60-96 indicating these students did not experience a significantly unusual amount of writing apprehension. None of the study participants scored in the Lowest Range 26-59 which indicated a high level of writing apprehension.

- C. Three students showed a decrease in scores from February to April. However, two of these students, although they lowered their February scores, remained in the Middle Range in April. One student, although she lowered her February score, remained in the Highest Range in April. In April, all three students remained in the range of scores they earned in February; two with a decrease of 9 points and one with a decrease of 6 points.
- D. As determined by the DMWAS, the student who decreased his score by 6 points and fell below the mean score of 78 in April gave survey responses that may indicate he has Evaluation Apprehension. Thirteen of 15 questions were problematic for him. "Student writers who experience evaluation apprehension expect to do poorly in composition courses before the courses begin. They feel as though their grade reflects the fact they do not express their ideas clearly. As a result, they often claim to be nervous about writing, dislike showing or talking about their writing even to friends, and do not like seeing their ideas expressed in writing. If a writer is evaluation apprehensive, he/she believes other students write more clearly and, as a result receive better

grades than they do” (J. Daly & M. Miller, http://www.csus.edu/indiv/stonerm/daly_miller_scoring.htm).

- E. Students illustrated positive attitude change in their statement responses. In February, one student participant responded in the Self-Esteem category with a 5 or “Strongly Disagree” to “I like seeing my thoughts on paper,” but on her April survey, she responded with a 1 or “Strongly Agree.” Also in February, another student participant responded with a 3 or “Uncertain” in the “Ideas” category to “I like to write down my ideas.” In April, he changed his response to a 1 or “Strongly agree.” Indicating a newfound fondness for writing, one student participant who answered the statement in the “Avoidance” category, “I avoid writing,” with a 4 or “Disagree” in February, and responded with a 5 or “Strongly Disagree” in April. The same student changed his responses in the “Enjoyment” category from the February, 2 or “Agree” for both, “I enjoy writing,” and “Writing is a lot of fun” to 1 or “Strongly Agree” for both. One other student who in February responded to the “Ideas” and the “Clarity” categories with 5 or “Strongly Disagree” to “I feel confident in my ability to express my ideas clearly in writing,” changed to a 1 or “Strongly Agree” in April. Finally, another student who responded with a 5 or “Strongly Disagree” to the “Ideas” and “Clarity” categories, “I feel confident in my ability to express my ideas clearly,” in February; responded with a 2 or “Agree” in April.

Summary

All students scored in the same or higher range of the DMWAS in April as they did in February. Six student study participant answers reflected positive change in every category of the DMWAS and provided evidence that may indicate that participation in the ALP LCB 099 dual-enrollment classes had a positive impact on student study participants' writing attitudes and perceptions. These DMWAS category changes from early-February to mid-April provided evidence of a positive increase or change in student study participants' attitudes and perceptions toward writing.

Student Exit Interviews - Writing

The Student Exit Interviews (see Appendix F) were conducted using six, open-ended, semi-structured questions. The questions were designed so the student could elaborate on the experience in the ALP classroom and curriculum with writing, and personal performance and confidence in writing as a result of enrollment. After the interviews were conducted in April and the data were collected, item analysis was conducted and themes emerged. These included: Promoting Curricular Goals in Instruction; Creating a Learning Community, Building Writing Skills and Confident Writers, Revising and Editing Writing, Developing Critical Thinkers in Writing, and Confronting Challenges. Reading of the nine transcribed interviews and field notes produced themes that emerged from the data and are displayed in Tables 9 and 10.

Table 9

Summary of Themes from Student Interview Data – Writing

Interview #1 – Judy	Interview #2 – Matt	Interview #3 – Ray
<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> * Provided foundation to function in English 101 class from ALP LCB 099 * Set high standards which are achievable for ALP LCB 099 course * Previewed topics of English 101 by discussing and gaining prior knowledge * Afforded multiple individual student/instructor interactions * Experienced advantages of smaller classes, plus more instruction, more interaction with instructor *Used prior knowledge from instruction and discussion in ALP LCB 099 to make it easier to succeed in English 101 & as a result of our learning in ALP LCB 099 our class has a better understanding of the material *Accumulated prior knowledge in 099 to aid in English 101 *Provided with the foundation for English 102 as a result of the dual-enrollment classes- small class size advantage *Allowed for better understanding of the material & gave the basic foundation to make the connection in English 101 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> * Developed a class of questioning readers & writers * Increased student understanding of English 101 *Strengthened student understanding through discussions and repetition * Offered individualized instruction in one-to-one conferences 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Learned to write an introduction and body paragraphs in ALP LCB 099 English.
<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Enhanced topic discussions *Enabled understanding because instruction is chunked, slower, more detailed— *Afforded multiple individual student/instructor interactions *Set high standards that were achievable for ALP LCB 099 course *Experienced advantages of smaller classes, plus more instruction, more interaction with instruction 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> * Developed questioning readers & writers into a learning community *Commented that he now feels confident in his writing as a result of his participation in ALP LCB 099-Matt is thankful for ALP LCB 099 and his newfound writing confidence 	<p>Creating a Learning Community</p>

Interview #1 – Judy**Building Writing Skills and Confident Writers Writers**

- *Developed more confident readers and writers that led to success in both classes
- *Broke down concepts to the simplest form in terms of classes always emphasizing tone and grammar
- *Broke down concepts into chunks—much easier to understand and grasp
- *Emphasized revisions and showed students what to do in student/instructor writing conferences
- * Experienced advantages of small class (ALP LCB 099), plus more instruction, more interaction with instructor
- *Previewed topics of English 101 by discussing, gaining prior knowledge, and peer editing or reviewing

Interview #2 – Matt**Building Writing Skills and Confident Writers**

- *(The classes) took the difficulty out of writing for me— I always had difficulty with writing
- *Experienced “way more” confidence in reading & writing after participation in dual-enrollment classes
- * Learned the strategy of asking instructor to clear up confusion concerning questions
- *Helped me learn how to write a paper-ALP LCB 099
- *Learned that if I don’t know much about it, I need to do research
 - *Learned to format—formatting was the most difficult
- * Afforded time to think, prepare ideas and what to say, and complete my research
- *Learned how to write “sandwich quotation paragraphs”- by commenting how the quote applies to the text. First, introduce the setting of the quote which gives the reader prior knowledge of where and when the quote occurred, then insert the quote, and finally give your opinion of what the quote means in the text
- *Learned how to write a paper and an essay and structure a paragraph—ALP LCB 099 enabled me to be a confident writer.
- *Learned if I don’t know much about the topic, I need to do my research
- *Became comfortable with handing in his work—“Sometimes I found it was most difficult to hand in my work, but after I learned what to do (when writing), it wasn’t so difficult.”
- *Learned grammar --did a lot of it in class.
- *Increased instructor availability for student questions because of the small class size in ALP LCB 088

Interview #3 – Ray**Building Writing Skills and Confident**

- *Learned how to write better
- *Discovered how to write an introduction, and body paragraph with dual-enrollment
- *Gained knowledge of how to write a conclusion
- *Prepared me to write for English 101
- *Helped my writing - Most helpful to me was one of our texts, They Say/I Say? The text prior knowledge introducing setting of quote, inserting quotes, and offered sample templates, thesis statements, etc. It was a real “window to writing.” Teacher handouts on paraphrasing, portfolio expectations and thesis statements aided me with my writing as well.
- *Experienced difficulty with writing the take-home essay because of missing the point--“I wrote about one thing, but was supposed to write about another. I think I nailed it on the third try.”

Interview #1 – Judy**Revising and Editing in Writing**

- *Conferences with my writing instructor prior to revisions which helped me become aware of the format used and know what to expect in terms of requirements for assignments.”
- *Emphasized revisions and showed students what to do in Student/instructor writing conferences

Interview #2 – Matt**Revising and Editing in Writing**

- *After 099, my confidence in writing soared.
- *Took the difficulty out of writing for me, learned how to write a paper and an essay and structure a paragraph

Interview #3 – Ray**Revising and Editing in Writing**

- *Prepared (ALP LCB 099) students to write for English 101

Developing Critical Thinkers in Writing

- *Conferencing with my writing instructor prior to revisions helped me become aware of the format used and know what to expect in terms of requirements for assignments.”

Developing Critical Thinkers in Writing

- *After 099, my confidence in writing soared.
- *Took the difficulty out of writing for me, learned how to write a paper and an essay and structure a paragraph
- *Learned if I don’t know much about the topic, I need to do my research
- *Took the difficulty out of writing for me. I always had difficulty with writing.
- *Learning how to structure a paragraph and an essay made enabled me to be a confident writer
- *Learned the strategy of asking the instructor to clear up confusion I had about questions
- *(099) Gave me a lot of time to think about and prepare my ideas of what I wanted to say

Developing Critical Thinkers in Writing

- *Prepared (ALP LCB 099) students to write for English 101

Confronting Challenges

Confronting Challenges

- *Confronted the challenge of handing in work--
“Sometimes I found that it was most difficult to hand in my work, but after I learned what to do (when writing), it wasn’t so difficult.”

Confronting Challenges

- *Encouraged me to continue working on my difficulty with conclusions (instructor) “I’m still learning how I can perfect my conclusions.
- *Assigned a take-home essay which was most difficult because of missing the point--“I wrote about one thing, but was supposed to write about another. I think I nailed it on the third try.”

Interview #4 – Eva

Promoting Curricular Goals in Instruction Instruction

- *Enabled me to write a well-developed essay
- *Passed English 101
- *Learned to write a research paper
- *Helped me to accomplish the work of English 101

Interview #5 – Todd

Promoting Curricular Goals in Instruction

- *Helped me connect and apply what I learned
- *Made me feel that he (my instructor) cared about me and wanted me to succeed
- *Played a big role in my success—the instructor
- *Helped me to grow and mature in my writing and in the way I think about things

Interview #6 – Jorge

Promoting Curricular Goals in Instruction

Creating a Learning Community

- *Editing and revision work done by entire class developed trust in our learning community

Creating a Learning Community

- *Concentrated on improving each other's work by giving and receiving constructive criticism

Creating a Learning Community

Building Writing Skills and Confident Writers

- * Helped me to be “way more” confident in writing
- * Proceeded into English 102 without fear of failure
- *Taught me to write a well-developed essay with support from articles or authors
- *Became skilled at looking up topics and authors for my research papers
- *Learned to write a research paper
- *Learned to write a “sandwich quotation paragraph”

Building Writing Skills and Confident Writers

- * Helped me to grow and mature in my writing and the way I think about things.
- * Increased instructor to student availability to answer questions
- *Developed strategies—One was asking my instructor to clear up questions
- *Needing another writing course, Todd is going to take one in summer
- *Worked on vocabulary—instructor encouraged vocabulary to be “less teenager” than before the
- * Learned to put my thoughts into words in classes
- * Built my writing skills in this course
- *Learned how to organize my ideas in this class
- *Instructed by professor to sound more “formal” in essays and papers
- *Pasted essays on *Google Drive* so everyone in the class could look at our essay—class asked

Building Writing Skills and Confident Writers

- *Learned how to improve my writing in the dual-enrollment courses
- *Benefitted the most by having the same instructor for both the English 101 and the ALP LCB 099 classes—having the same instructor in sync with both curricula was better for me
- * Learned to put my thoughts into words in this class which was problematic prior to my participation in these classes

questions about each essay, “What does he need to revise?” “What does he need to keep?”

- *Benefitted me the most—peer editing and discussing each person’s paper—enabled me to be a better and more effective writer
- *Helped me to grow and mature in my writing and in the way I think about things

Interview #4 – Eva

Interview #5 – Todd

Interview #6 – Jorge

Revising and Editing Writing

- *Learned to point out grammatical errors
- *Learned to point out errors in punctuation
- *Learned to write a well-developed essay with support from articles or authors

Revising and Editing Writing

- *Worked on vocabulary—instructor encouraged vocabulary to be “less teenager” than before the classes
- *Instructed by professor to sound more “formal” in essays and papers
- *Pasted essays on *Google Drive* so everyone in the class could look at our essay—class asked questions about each essay, “What does he need to revise?” “What does he need to keep?”
- *Benefitted me the most—peer editing and discussing each person’s paper—enabled me to be a better and more effective writer
- *Wrote an assigned class essay in 101 class and the Instructor wanted two reflective essays in the ALP LCB 099 class—This was the most challenging assignment. (Then) “I took what I did wrong in the essay and reflected on it and did the corrections in the next essay. It’s a building thing.
- *Revising comes when I look back at my writing and find my thinking isn’t as fast as my typing—as a result, my punctuation suffers. Then I correct that.

Revising and Editing Writing

Developing Critical Thinkers in Writing

- *Learned to point out grammatical errors
- *Learned to point out punctuation errors
- *Learned to write a well-developed essay with

Developing Critical Thinkers in Writing

- *Worked on vocabulary—instructor encouraged vocabulary to be “less teenager” than before the classes

Developing Critical Thinkers in Writing

- * Learned to put my thoughts into words in the class which was problematic prior to the classes

support from articles or authors
*Commented that she is a “way more” confident writer

*Instructed by professor to sound more “formal” in essays and papers
*Helped me to grow and mature in my writing and in the way I think about things

* Learned to organize my thoughts and ideas from my participation in the classes

Confronting Challenges

Confronting Challenges

*Wrote an assigned class essay in 101 class and the Instructor wanted two reflective essays in the ALP LCB 099 class—This was the most challenging assignment.

Confronting Challenges

*Worth the double time (ALP LCB 099 and English 101). It kills two birds with one stone and saves money besides.
*Getting two courses completed in one semester and balancing two classes (workload and 2 other classes as well) besides working outside of school 32 hours per week.

Interview #7 – Claudio

Interview #8 – Katie

Interview #9 – Joyce

Promoting Curricular Goals in Instruction

*Became more focused on my writing goals and what needed to be done

Promoting Curricular Goals in Instruction

Promoting Curricular Goals in Instruction

*Became a confident writer. Before ALP LCB 099, I couldn’t help my 8 year-old daughter with her writing homework. Now I can. The classes helped me both at school and home.

Creating a Learning Community

Creating a Learning Community

Creating a Learning Community

*Experienced success because of smaller class size

Building Writing Skills and Confident Writers

Building Writing Skills and Confident Writers

*Focused on strong introductions and conclusion
*Participation in the dual-enrollment classes
Improved my writing

Building Writing Skills and Confident Writers

*Learning in the classes connected to and assisted with life at home as well as life at school.
*Confident in my writing as a result of the dual-enrollment classes

Interview #7 – Claudio**Developing Critical Thinkers in Writing**

- *Became more focused on my writing goals and what needed to be done
- *Feel more confident in my writing as a result of the dual-enrollment classes

Interview #8 – Katie**Developing Critical Thinkers in Writing**

- *Believed my teacher cared about me and wanted me to succeed—his encouragement aided my learning—he was very helpful—a great teacher

Interview #9 – Joyce**Developing Critical Thinkers in Writing**

- *Prior to ALP LCB 099, I couldn't help my 8 year-old daughter with her writing homework. Now I can. The classes helped me both at school and at home.

Confronting Challenge

- *Experienced difficulty with online assignments

Confronting Challenge

- *Experienced difficulty with online work

Confronting Challenge

- *Prior to ALP LCB 099, I couldn't help my 8 year-old daughter with her writing homework. Now I can. The classes helped me both at school and at home.
-

The themes of *Building Writing Skills and Confident Writers*, *Revising and Editing Writing* and *Developing Critical Thinkers in Writing* utilized the Student Study Participant Exit Interview data to provide a window into students' attitudes and perceptions of writing in the dual-enrollment classes. The following data were generated by Student Study Participant Exit Interviews and encapsulated student responses according to the aforementioned themes.

Building Writing Skills and Confident Writers

The following relevant statements gave research information relative to research questions that existed in the theme, *Building Writing Skills and Confident Writers*. This theme included an important goal of the Class which was to aid students to develop their writing skills through instruction in order for them to become confident and self-assured writers. There were no negative statements. The following comments from several individual students in the Student Exit Interviews provided evidence of an increase or positive change in attitude and perception toward writing.

Each of the nine study participants revealed that they experienced a positive writing attitude change as a result of their participation in the dual-enrollment English classes. One student remarked, "I experienced 'way more' confidence in reading and writing." One student commented, "Because of the small class size, I was able to have more one-to-one time with my instructor and as a result of his encouragement and instruction became comfortable and confident with putting my thoughts down on paper and writing paragraphs, essays, etc." One additional student stated, "As a result of participating in the ALP LCB 099 class and the one-to-one writing conference time with

my instructor, I grew and matured in my writing and in the way I think about things.”

One more student added, “My participation in the class allowed me to become a better and more confident writer who was able to write a well-developed essay.” Finally, another student stated, “Before ALP LCB 099, I couldn’t help my eight year-old daughter with her writing homework. Now I can. The classes helped me both at school and at home. I am a confident writer now at both places.” The data from the Student Exit Interviews conducted with the student study participants gave evidence that a positive change occurred in the confidence of the student study participants’ attitude and perception toward writing.

Revising and Editing Writing

As indicated by the theme, *Revising and Editing Writing*, constructed from study participant responses in the Student Exit Interviews, the following student study participant data gave evidence of an increase of positive change in student study participants’ attitudes and perceptions toward writing. One student stated, “I confronted the challenge of handing in work because sometimes I found that it was most difficult to hand in my work. But after I had my writing conference and learned what to do, it wasn’t so difficult.” Another student remarked, “In the 099 Class, we were instructed what to do and what questions to ask in writing conferences and then practiced what we learned during class writing and peer editing. This was the most effective way for me to improve my writing by practicing what I learned from my instructor and using that information in class for revising my work and discussing each person’s paper. Not only did participation in the class make me more knowledgeable about writing, but also it enabled

me to become a better and more effective writer.” An additional student stated, “I felt that I really benefitted from the individualized instruction that the class offered. The small class size permitted peer editing and discussing each person’s paper in each class which enabled me to “soar” in writing.” Next, a student commented, “I wrote an assigned class essay and the instructor wanted two reflective follow-up essays—This was the most challenging assignment. (Then) I took what I did wrong in the essay and reflected on it and did the corrections in the next essay. It was a building thing.”

The Student Exit Interview data collected from the student study participants gave evidence that the participants experienced a positive change and developed a confident attitude and perception toward writing following the completion of the classes.

Developing Critical Thinkers in Writing

The following relevant statements gave research information significant to research questions that exist in the theme, *Developing Critical Thinkers in Writing*. There were no negative student participant comments or statements.

As indicated by the theme, *Developing Critical Thinkers in Writing*, constructed from study participant responses in the Student Exit Interviews, the following participant data from the Student Exit Interviews gave evidence of a positive increase or change in student study participants’ attitudes and perceptions toward writing. One student acknowledged that he practiced critical thinking when trying to identify the point of the assignment, “When I was assigned a take-home essay which I found most difficult because several times I missed the point—I wrote about one thing, but was supposed to write about another. I think I nailed it on the third try.” One student became

knowledgeable about how to begin an essay, “When I began the Class, I found it very difficult to begin an essay as my ideas were all over the place. From participating in the class, I learned how to organize my thoughts and ideas. Now I can pre-write and organize my thoughts first in a plan and then begin to write. I am much more successful with getting my ideas understood.” The data from the Student Exit Interviews by the student study participants gave evidence that the students developed a confident attitude and perception toward writing.

Summary – Writing

The data from the Student Exit Interviews conducted with the student study participants gave evidence that the participants developed a confident attitude and perception toward writing by developing their thinking skills to become critical thinkers and their writing skills to become confident, independent, and assured writers. The data from the themes of *Building Writing Skills and Confident Writers*, *Revising and Editing in Writing*, and *Developing Critical Thinkers in Writing* provided evidence of an increase or positive change in student study participants’ attitudes and perceptions toward writing.

Instructor Exit Interview – Writing

The Instructor Exit Interviews (see Appendix I) were conducted using three, open-ended, semi-structured questions. The questions were designed so the instructor could elaborate on the experience in the ALP classroom and curriculum with writing, and student study participant performance and confidence in writing as a result of enrollment in the ALP 099 English course. After the interviews were conducted in April and the data were collected, item analysis was conducted and themes emerged. These included:

Building Writing Skills and Confident Writers, Revising and Editing Writing, and Developing Critical Thinkers in Writing. Reading of the four transcribed interviews and field notes produced themes that emerged from the data and are displayed in Table 10.

The themes of *Building Writing Skills and Confident Writers, Revising and Editing Writing, and Developing Critical Thinkers in Writing* utilized the Instructor Exit Interview data to provide a window, as perceived by the instructor, into students' attitudes and perceptions of writing as a result of participation in the dual-enrollment classes. The following data were generated by Instructor Exit Interviews and encapsulated instructor responses according to the aforementioned themes.

Building Writing Skills and Confident Writers

The following relevant statements gave research information relative to research questions that existed in the theme, *Building Writing Skills and Confident Writers*.

This theme included an important goal of the Class curriculum which is to aid students to become confident, independent, and self-assured writers through writing skill instruction. The instructor interviews lacked negative comments. The following comments from individual instructors in the Instructor Exit Interviews provided evidence of an increase or positive change in student participants' attitude and perception toward writing.

Table 10

Summary of Themes from Instructor Interview Data – Writing

<i>Interview #1 -Dr. Murphy</i>	<i>Interview #2 - Dr. Bleidorn</i>	<i>Interview #3 - Dr. Kloeckner</i>	<i>Interview #4 - Dr. Carlyle</i>
<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Sets high standards for learning *Develops questioning readers and writers *Cultivates critical thinking skills by practicing finding, interpreting, discussing the deep meanings of assigned reading and writing *Breaks down concepts into manageable chunks - easy for students to grasp 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Develops a community of readers & writers with individualized instruction *Establishes trust with students which allows them to accept constructive criticism 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Concentrates on student weakness and builds trust learned in the classroom community so students are comfortable viewing each other’s work 	<p>Promoting Curricular Goals in Instruction</p> <ul style="list-style-type: none"> *Enable the student to interpret and evaluate what is read and written with the one-to-one conferences-which is made possible by the small class size *Develop readers and writers who could interpret the deeper meaning in their reading and writing *Learn to frame an argument *Learn to use source material
<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Develops questioning readers and writers *Develops a community of who no longer fear reading and writing 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Creates classroom learning community *Develops community with individualized instruction 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Develops a learning community by gaining students’ trust and helping them move forward *Develops a learning community where students trust each other viewing their work *Offers the opportunity for individualized instruction 	<p>Creating a Learning Community</p> <ul style="list-style-type: none"> *Developing students as questioning readers and writers into a learning community
<p>Building Writing Skills & Confident Writers</p> <ul style="list-style-type: none"> *Practices finding, interpreting and discussing deep 	<p>Building Writing Skills & Confident Writers</p> <ul style="list-style-type: none"> *Class comments near the completion of the class were much more perceptive 	<p>Building Writing Skills & Confident Writers</p>	<p>Building Writing Skills & Confident Writers</p> <ul style="list-style-type: none"> *Develop students’ ability to interpret in response to what is read and evaluate

meaning of assigned readings and writing
*Develop questioning readers & writers into a learning community

regarding their classmates' ideas than at the beginning of the semester—result of individualized instruction
*Learned to become better at giving and receiving constructive criticism
*Reading correctly with voice, but my students are unable to edit, my job is to retrain the way their eyes move on the page to catch errors by first teaching them using a grammar exercise

*Develop readers & writers who could interpret deeper meaning in their reading
*Develop readers and writers who could respond to and evaluate their interpretation that is, their interpretation of the deeper meaning
*Learn to use source material
*Learn to frame an argument

Interview #1 - Dr. Murphy

Developing Critical Thinkers in Writing

*Practice finding interpreting & discussing meaning of assigned readings and writers
*Develop questioning readers & writers
*Teach students to question themselves about their reading & writing

Interview #2 - Dr. Bleidorn

Developing Critical Thinkers in Writing

*Respond after class completion with many more perceptive comments about their classmates' ideas than at the beginning of the semester—the result of individualized instruction—shows students perceive themselves as scholars who are proud that they can question, discuss, self-correct, and find deeper meaning in their reading and writing. What is read and evaluate it

Interview #3 - Dr. Kloeckner

Developing Critical Thinkers in Writing

Developing Critical Thinkers in Writing

*Develop readers & writers who could interpret the deeper meaning in their reading
*Develop readers & writers who could respond to & evaluate their interpretation of the deeper meaning
*Develop students' ability to interpret in response to what is read and evaluate it.
*Learn to use source material
*Learn to frame an argument

Interview #1 - Dr. Murphy**Revising & Editing Writing**

*Introduced the introduction first, and then asked students to write their own introduction and exchange their work with a classmate I encourage feedback from the reader, such as, “This is too short.” “This is too long.” “I like this.” “I like that.”

*Encouraged students to inquire in their writing process: “What does a body paragraph have in it?” “How does your quote support what you wrote?” “How do you interpret your writing?” “How does this fit in your argument?” “How does this back up what you said?”

*Present a checklist for writing students to ask themselves: “What does a body paragraph have in it?” “How does your quote support your writing?” “How do you interpret your writing?” “How do you analyze your writing?” “How does this fit your assignment?” “How does this back up what you said?” “How does the topic sentence of each paragraph tie into the thesis statement?”

Interview #2 - Dr. Bleidorn**Revising & Editing Writing**

*Introduced peer editing in the lab, I can see what each student is doing minute by minute and then I can show them how they can more rigorously proofread and what is correct and what is incorrect and edit it.

*Developing community through individualized instruction with peer editing.

Interview #3 - Dr. Kloeckner**Revising & Editing Writing**

*Concentrate on student weaknesses without hurt feelings--
constructive criticism

Interview #4 - Dr. Carlyle**Revising & Editing Writing**

As indicated by themes constructed from participant responses in the Exit Interviews, the four instructors revealed that they observed a positive writing attitude change in their students and that their students became better writers after a semester of participation in the ALP LCB 099 Class. Dr. Kloeckner commented about developing student trust and comfort in class, “In my class, we concentrated on students’ weaknesses and built trust in the classroom. As a result, I observed that my students became comfortable with discussing and viewing each other’s work.” Dr. Murphy commented, “In a larger class, it is not doable to work one-to-one with each student. I expected all of my students to pass into English 102 this semester and to go on to complete their associate degree. I observed that all were motivated and excited about learning and no longer feared reading and writing.” Dr. Murphy stated that she enjoyed working with students one-to-one in writing conferences for the purpose of learning their abilities. She observed that her early and individual assessments may have played a role in eradicating students’ fear of reading and writing, because Dr. Murphy introduced concepts of a concern to her and her students from the beginning of the classes and addressed them with instruction.

Developing Critical Thinkers in Writing

The following relevant statements gave research information relative to research questions that existed in the theme, *Develop Critical Thinkers in Writing*. The instructors offered no negative comments.

Dr. Bleidorn stated, “After several weeks of class, I observed that my students responded with more perceptive comments and were very proud of their ability to

participate fully in our reading and writing discussions. In addition, they remarked that they were happy they found independence in writing and peer editing.” Dr. Bleidorn commented that one of the curricular goals was for the students to become independent writers who were able to edit and revise their work. He commented that his class succeeded in learning that goal. Dr. Carlyle observed that, “My students became confident readers and writers because they could respond to and evaluate their interpretation of the “deeper meaning” of the text and were proud that they could independently write a clear text that could be easily understood and discussed.”

These observations of student study participants, as stated by their instructors in data responses from the Instructor Exit Interviews, included evidence of an increase of positive change toward students’ attitude and perception of writing as indicated by their instructor in the mid-April Instructor Exit Interview.

Revising and Editing Writing

The following relevant statements gave research information relative to research questions that existed in the theme, *Revising and Editing Writing*. This theme included an important goal of the classes which was to aid students to develop their writing skills through instruction and practice in order for them to become confident, independent, and self-assured writers. The instructor participants did not indicate any negative comments. The following comments from individual instructors in the Instructor Exit Interviews provided evidence of an increase of positive change in study participants’ attitude and perception toward writing.

Dr. Murphy commented that, “My students were especially grateful for one of the goals of the class curriculum which was to develop them into questioning writers. They were encouraged to inquire of themselves while in their writing process: “What does a body paragraph have in it?” “How does my quote support what I wrote?” and so forth. My students remarked near the end of the semester, “Thank you for showing me how to question myself so I could become an independent writer. Now I can revise and edit my writing, go on to English 102, and not be afraid to submit my writing.” Dr. Bleidorn commented about class peer editing and revising after writing conferences. “All of my students wrote in the writing lab and through their experiences developed into a learning community. In addition, we had individual writing conferences to discuss their writing. My students commented, “The writing conferences plus discussing each other’s papers in class was the most helpful tool for showing us what we needed to do to become independent writers.” Dr. Bleidorn reported that students were confident that they would be able to write independently and continue on into credit classes in the BRCC curriculum.

These comments included evidence of student study participants’ positive change in attitude and perception toward writing from the Instructor Exit Interview responses in mid-April near the completion of the ALP LCB 099 Course.

Summary

The data from the Instructor Exit Interviews conducted with the instructor study participants gave evidence observed by the instructors that the student participants

experienced a positive change from early-February to mid-April and developed a confident attitude and perception toward writing.

Building Writing Skills and Confident Writers was a theme that included an important goal of the classes to aid students to develop their writing skills through instruction in order for them to become confident and self-assured writers. Developing student trust and comfort was an important component in identifying weaknesses in themselves and their classmates in their writing. As a result, students became comfortable with discussing and viewing each other's work in the class with the instructor and among themselves and developed into a learning community.

The instructors commented that all nine of the student study participants were expected to pass English 101 and ALP LCB 099. In addition, the instructors expected the nine to continue through English 102 and then on to earn their associate degree. All indicated that each participant was motivated and excited about learning and no longer feared reading and writing.

Another important aspect of this theme was getting to know each student's abilities early through a writing sample. This led to early identification of student strengths and weaknesses and to a formation of trust within the class group while eradicating the fear of reading and writing. The data from this theme, *Building Writing Skills and Confident Writers*, provided evidence of an increase or positive change in student study participant attitude and perception toward writing at the completion of the class.

Developing Critical Thinkers in Writing was a theme to aid students to develop their writing skills and also their thinking skills in order for them to become more confident, independent, thoughtful, and self-assured writers. Dr. Murphy observed her students and commented about them, “My students were especially grateful that one of the goals of the class curriculum was to develop participants into questioning writers. They were encouraged to inquire of themselves while in the writing process: ‘What does a body paragraph have in it?’ ‘How does my quote support what I wrote?’ and so forth. They remarked, ‘Thank you for showing me how to question myself so I could become an independent writer. Now I can revise and edit my writing, go on to English 102, and not be afraid to submit my writing.’” The data from the aforementioned theme, *Developing Critical Thinkers in Writing*, lent evidence of a positive increase or change in the student study participant attitudes and perceptions toward writing as observed by their instructors.

These comments from instructors included evidence of student study participants’ positive change in attitude and perception toward writing from the Instructor Exit Interview responses in mid-April near the completion of the ALP LCB 099 Course. The lack of negative comments should be noted. These data lent evidence of a positive increase or change in student study participants’ attitude and perception toward writing.

The triangulation of the data strengthened the conclusion that there was evidence of change indicating a positive increase in student study participants’ attitudes and perceptions toward reading and writing after participation in the dual-enrollment classes.

Limitations of the Study

1. Because there was a lack of control group in the study, the researcher cannot be sure the changes were due to the ALP LCB 099 Class factors.
2. Because of the small sample size (nine student study participants), the researcher was unable to perform inferential statistical tests. These types of tests would add power to the analyses.
3. Students' number of responsibilities such as working outside of school, family duties, and other tasks may have affected the outcome of the student study participant data.
4. The length of time between early-February and mid-April may be an insufficient amount of time to conduct a study.
5. There may be a possibility that the responses from the Student Exit Interviews and the Instructor Exit Interviews may not provide a true picture of the feelings of the interviewee.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The Accelerated Learning Program (ALP) was a co-requisite model, designed to accelerate the progress of developmental education students by co-enrolling them in the highest level of developmental writing along with the first credit-level writing course. Studies by the Community College Research Center (CCRC) showed that ALP has a positive impact on student outcomes in both the developmental course and the college-level course. In an environment in which policy makers and administrators are looking for ways to reform developmental education and to improve student outcomes, ALP offers one model that has produced impressive results. (Coleman, 2014. p. 3)

“As of April 2014, 178 schools throughout the nation have begun offering ALP and five states have launched state wide scale adoptions of ALP: Indiana, Michigan, Virginia, Colorado, and West Virginia” (Miller, Coordinator, ALP Conference Community College of Baltimore County, 2014, p. 1).

This study investigated change in community college students’ attitudes and perceptions toward reading and writing following the completion of the dual-enrollment classes: one-semester mandatory ALP developmental English course and English 101. It provides a triangulation of data that strengthens the conclusion that there is evidence of perceived change.

Study Purpose

The purpose of this study was to analyze ALP participants’ perceived changes in attitudes and perceptions in their reading and writing as the result of their participation in the Accelerated Learning Program (ALP) dual-enrollment English classes.

The analysis through student attitudes and perceptions may provide several important conclusions, which may lend credence to the importance of the community college mandatory ALP developmental English course. First, if students completing the ALP developmental English courses reach the course assessment benchmark in reading and writing and qualify to continue to take college level credit courses, then student attitudes and perceptions toward reading and writing may be positive. Second, descriptive and ethnographic data, collected at the beginning of the dual-enrollment classes in early-February and near the completion of the classes in mid-April from the MBRAM, DMWAS, Student Exit Interviews and Instructor Exit Interviews may include evidence from the responses that student attitudes and perceptions toward their reading and writing in the future are confident and positive.

Study Design

The community college, Blue Ribbon Community College, where this study occurred, was in the second year of a pilot program offering the dual-enrollment Accelerated Learning Program (ALP) LCB 099A and/or 099B, Strategies for College Reading and Writing, and English 101. Six ALP LCB 099A and 099B classes coupled with dual-enrollment in English 101 classes were offered in the community college Spring 2013 semester. Four instructors volunteered to participate in the study with their dual-enrollment ALP classes.

The multiple methods of data collection used in this study were: (1) the Mikulecky Behavioral Reading Attitude Measure (MBRAM) (see Appendix A), (2) the Daly-Miller Writing Apprehension Survey (DMWAS) (see Appendix C), and (3) one-to-

one interviews: Student Exit Interview (see Appendix F), and Instructor Exit Interview (see Appendix I).

Ten students volunteered to participate in the study in early-February and were administered the MBRAM, and the DMWAS at the beginning of their classes in early-February. Again in mid-April, the same ten students volunteered to participate in the study and were administered the MBRAM, and the DMWAS in their classes. In addition, the study participants and the instructors were asked to participate in voluntary one-to-one Student Exit Interviews conducted by the researcher and administered outside of the classroom in a separate, reserved area. One set of student study participant responses was eliminated from analysis because the participant was called to active duty and unable to complete the study interview, the departmental exam, and the portfolio required by the courses.

Reading Data Results and Summary

Research Question 1: Do students' attitudes and perceptions change toward reading following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English Course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data collected near the completion of the course?

MBRAM

Concerning the MBRAM scores in the study, six of the nine student study participants increased their scores from the early-February to the mid-April administration of the MBRAM. There was a 77 point total increase among the six

participants from early-February to mid-April in MBRAM scores. The mean mid-April score increased among the nine student study participants by 6.8 points; the median increased by 4 points; and the range of scores increased by 16 points for the lowest score to 6 points for the highest score.

There was a 16 point increase in the lowest score of the student study participants. Two students increased their MBRAM scores from the lowest scores in early-February to a mid-April Midpoint or “Neutral” score.

Student Exit Interviews

The Student Exit Interviews were conducted in mid-April using six, open-ended questions. The questions were designed so the student could elaborate on his/her individual experience in the ALP classroom and curriculum with reading, and personal performance and confidence in reading as a result of enrollment in the ALP English course. All interviews were conducted individually in the community college, but in a place separate from the classroom.

The following results of positive change for student study participant reading attitudes and perception were generated by the Student Exit Interviews.

1. All nine student study participants remarked that their reading skills increased in the ALP classes developing them into independent and confident readers.
2. All mentioned that the small class size provided the extra time for individualized instruction, which allowed the instructor to explain difficult concepts and answer individual student questions.

3. Each student study participant observed that there was an increase and a positive change in reading comprehension which the students attributed to in-class and online reading discussion and questioning
4. Seven of the nine student study participants commented that they learned to become critical readers and thinkers as a result of “reading for deeper meaning” and questioning and evaluating their reading.

As a result of the MBRAM scores and Student Exit Interview responses, positive changes in student attitude and perception toward reading occurred as a result of participation in the dual-enrollment English classes. Note the lack of negative student study participant statements. These statements lend evidence of a positive increase in student study participants’ attitudes and perceptions toward reading.

Instructor Exit Interviews

The instructors’ perception of change in their ALP LCB 099 students near the completion of the dual-enrollment classes was observed by the instructors in the classes and communicated in the instructors’ interview responses. The instructor study participant responses to the Instructor Exit Interviews provided evidence of a positive change in student study participants’ attitude and perception toward reading. There were no negative instructor study participant statements.

As a result of the Instructor Exit Interview, the researcher can identify the following areas in which changes in student study participant attitude and perception toward reading occurred in this group of study participants:

1. 100% of instructor study participants stated that they perceived that the ALP LCB 099A and/or 099B and English 101 dual-enrollment classes as offering the students the opportunity to gain confidence in their reading and writing. The dual-enrollment classes gave the instructors time to get to know the abilities of their students and to give them increased individualized instructor attention, because they participated as instructor for both classes. This gave the instructor the opportunity to know students and their abilities in one-to-one conferences. In addition, the dual-enrollment classes offered instructors the chance to work with each individual student because of small class size, and provided the time to aid in the goal of developing questioning readers and writers into a community of learners. Instructors came to know the abilities and concerns of individual students and they worked on those abilities and concerns together in individualized and class instruction. As a result of the instruction in ALP LCB 099 Class, instructors and students perceived a positive growth in students' attitudes and perceptions toward reading and writing as their confidence soared.
2. One hundred percent of instructors observed a positive change in confidence in reading and writing as study participants became a part of a community of readers and writers. Students' exhibited and experienced positive change in their attitudes and perceptions toward reading and writing as they were embraced into the classroom learning community of readers and writers during the semester.

3. One hundred percent of the instructors stated the importance of encouraging students to enter into class discussions and respond to classmates' ideas with perceptive comments concerning reading to give and receive constructive criticism in return in order to build classroom trust. Instructors observed that concentration on students' weaknesses from the beginning of the semester provided students with reading instruction that was tailored to their needs. Otherwise reading discussions, peer editing and revisions, and individual student to student and instructor to student writing conferences may not have been as positive for student learning. Students' exhibited and experienced positive change in their attitudes and perceptions toward reading as they addressed their reading weaknesses with the instructor and as a result, improved their skills and changed attitudes and perceptions toward reading and writing with increased confidence in the classroom.
4. As reported by the participant instructors, one hundred percent of student study participants passed the ALP English Departmental Exam and the English 101 Portfolio Project Final and as a result earned three credits for English 101 and were invited to enroll in English 102.

The Instructor Exit Interview responses for reading were applicable for writing as well as reading. The responses generally applied to the overall instruction in the dual-enrollment classes and not just reading or writing. The instructors stated that the dual-enrollment English 101 and ALP LCB 099A and /or 099B were both positive learning experiences for the study participants—both students and instructors. The instructors

observed that the student study participants became more confident readers and writers, formed into a class learning community where they could feel confident and comfortable in discussing reading for “deeper meaning” while questioning and evaluating their reading both in-class and online with their peers, and they learned to become better writers by understanding and using form and structure while editing, revising, and critiquing each other’s writing in the classroom. Instructor participants observed that their students responded after participation in the dual-enrollment classes with many more perceptive comments about their classmates’ ideas than at the beginning of the semester.

Writing Data Results and Summary

Research Question 2: Do students’ attitudes and perceptions change toward writing following the completion of the one-semester mandatory community college dual-enrollment ALP developmental English Course as measured by student survey data collected at the beginning of the ALP English Course and student survey and student and instructor interview data collected near the completion of the course?

After the administration and analysis of the data gathered from the Daly-Miller Writing Apprehension Survey, the Student Exit Interviews, and the Instructor Exit Interviews, the researcher can identify the following in which evidence of positive change in writing attitude and perception occurred in the student study participants:

DMWAS

The results from the administration of the Daly-Miller Writing Apprehension Survey yielded:

- A. A positive increase in writing scores gave evidence of positive change for six of the dual-enrollment LCB 099 developmental English class and English 101 study participants. The positive increase total in scores on the *DMWAS* was 94 points. These scores indicated either the students do not experience a significantly unusual amount of writing apprehension or have a low level of writing apprehension.
- B. Five of the study participants' scores on the *DMWAS* were in the Highest Range 97-130 indicating these students had a low level of writing apprehension. Four of the study participants' scores were in the Middle Range 60-96 indicating these students did not experience a significantly unusual amount of writing apprehension. None of the study participants scored in the Lowest Range 26-59 which indicated a high level of writing apprehension. The *DMWAS* overall change in scores provided evidence for positive attitude change in student study participants' attitude and perception toward writing. Note the lack of negative student study participant statements.
- C. Three students who experienced a negative change lowered their February scores collectively in April by 24 points. However, two of these students, although they lowered their February scores, remained in the Middle Range in April. One student, although she lowered her February score, remained in the Highest Range in April. In April, all three students remained in the range of

scores they earned in February; two with a decrease of 9 points and one with a decrease of 6 points.

- D. The early-February DMWAS Score Mean was 91 and the Median was 90; the mid-April DMWAS Score Mean was 99 with the percent change equaling 8.8% from the early-February score and the Median was 101 with the percent change equaling 12.2% from the early-February score. The DMWAS overall change in scores and the DMWAS change in mean and the median scores provided evidence for positive attitude change in student study participant attitude and perception toward writing.

Student Exit Interviews

As indicated by themes constructed from student responses in the Student Exit Interviews, there was evidence of positive change in student study participants' attitudes and perceptions toward writing:

- A. One hundred percent of student study participants revealed in the Student Exit Interviews that they experienced positive writing attitude change as a result of their dual-enrollment English classes, and that they had become more confident and better writers as a result of participation in the ALP classes. They credited the ALP LCB 099 Class which was developed into a learning community where the students learned about constructive criticism which allowed them to give and receive the give and take of discussion, peer editing, and in-class editing without fear;

- B. All student study participants commented on the small class size which permitted the instructor time to review individual student's writing (writing conferences) and to review writing in-class to present and review writing precepts and give instruction in revising and editing; and
- C. All student study participants commented on the individualized instructor attention which was responsible for student success in the classes and the positive change they experienced in their attitudes and perceptions toward writing. One hundred percent of the nine student study participants remarked on the instructor's willingness to support each student in each class and named the classmates' peer editing and class revisions as aids in increasing students' writing confidence. Each student study participant remarked on the positive change in confidence, attitudes and perceptions that they experienced as a result of the dual-enrollment classes.
- D. Seventy-five percent of student study participants responded that they increased their writing skills because they learned about writing form and structure and as a result had a more positive attitude and perception of themselves as writers.
- E. As a result of participating in the dual-enrollment English classes,
 - a. 64% felt their writing improved because they were able to revise, edit, and evaluate their writing as a result of their participation in the dual-enrollment classes,

- b. 53% felt that their participation in the dual-enrollment English classes strengthened their understanding of writing as a result of individualized writing conferences and class revision discussions providing them with a more positive attitude and perception of themselves as writers,
- c. 34% felt more confident in composing thesis statements and body paragraphs.

There were no negative student study participant statements.

Instructor Exit Interviews

As indicated by themes constructed from instructor responses in the Instructor Exit Interviews, there was evidence of positive change perceived by the instructor:

- A. The four instructor participants revealed to the researcher that they observed positive attitude and perception change in their students' writing as a result of the students' participation in their dual-enrollment English classes. One of the most significant increases occurred in student confidence in their writing,
- B. The four instructors observed that 44% of student study participants showed change and growth in their writing with the increased use of sophisticated voice and structure. As a result, there was a positive increase in their attitudes and perceptions toward writing.
- C. The four instructors observed that 39% of students responded to classmate's ideas and questions with an increase in more perceptive comments about their

writing as the semester of the ALP LCB 099A and/or 099B class continued.

As a result, there was a positive increase in student attitudes and perceptions toward writing.

Instructor Interview Data Results and Summary

The four instructor participants commented to the researcher on the important role--

- A. the smaller class size played which resulted in increased time for individualized instruction and individual support each student received from the instructor. Instructors stated that they observed that the small class size was one of reasons for student success in their dual-enrollment classes and one of the reasons for positive changes the students experienced in their attitudes and perceptions toward writing.
- B. the learning community that was formed within their ALP LCB 099 classes played because it contributed to the positive changes the students experienced in their attitude and perceptions toward writing,
- C. having one instructor for both classes played with class success. The same instructor taught in both classes because the instructor was very familiar with the dual-curriculum—the ALP class supported the students in the English 101 class. The same instructor for both classes was one of the reasons the instructors gave for the positive changes the students experienced in their attitude and perception toward writing,
- D. the English Department Faculty played in grading ALP student portfolios. All nine student writing portfolios earned passing grades. The writing portfolios which were assessed by BRCC English Department Faculty and served as the

final examination for the three-credit-hour English 101 Course earned passing grades. In addition, all nine student study participants earned passing grades on the English Department Final Examination which served as the final examination for ALP LCB 099. Both positively increased student study participants' attitude and perceptions toward their reading and writing.

- E. the instructor played in the success of the student study participants. All of the nine students requested the same instructor in English 102 because of their positive experience, instructor support, and learning in the dual-enrollment classes,
- F. the hard work student study participants displayed during the semester. The instructors observed student diligence in creating reflections on their writing and then sharing them in their writing conferences with the instructor. As a result, there was a positive increase in their attitudes and perceptions toward writing.

Conclusions

After participation in the dual-enrollment BRCC English classes, students' perception and attitude toward reading was one of confidence, independence, and achievement. Prior to the dual-enrollment classes, the student study participants were at-risk writers or at-risk readers and writers. Previously, the ALP students had little success with their reading and writing. Some reported they did not like their English classes and dreaded going to them. However, all nine student study participants stated they

experienced a positive change in their attitudes and perceptions toward reading and writing after participating in the dual-enrollment English classes.

Student study participants reported that they also experienced positive change in their comprehension and reading skills and attributed their reading growth to daily reading instruction, reading for deeper meaning, critical thinking in reading, in-class discussions and online reading discussions with their classmates. Students remarked that learning to read critically for deeper meaning aided their comprehension and also aided them by instructing them to read critically, that is, evaluate and question while they read.

Study participants reported that they experienced positive change in their writing skills and their writing. They credited their writing growth to writing instruction and learning about form, structure, thesis statements, body paragraphs, and conclusions in the dual-enrollment classes. In addition, they learned how to write through participation in daily class editing, revision, and peer editing, writing reflections on previously crafted essays, and participation in the give and take of class editing without fear. Most students commented on the writing confidence they experienced as a result of the classes. After participating in the classes, they felt they wrote independently with confidence.

Student participants commented that they became more confident readers and writers, who formed a learning community where they felt confident and comfortable in discussing reading for “deeper meaning” while questioning and evaluating their reading both in-class and online with their peers. Additionally, student study participants stated that they learned to write with better form and structure, while editing, revising, and critiquing each other’s writing in the classroom. Instructor participants observed after

students were taught critical reading and writing in the dual-enrollment classes that the students responded with many more perceptive comments about their classmates' ideas than at the beginning of the semester. The instructors commented that this was the result of individualized instruction which demonstrated that the students perceived themselves as scholars who were proud that they could question, discuss, self-correct, and find deeper meaning in their reading and writing. As a result, they no longer feared reading and writing.

The analysis of student attitudes and perceptions may have provided several important conclusions. The nine student study participants earned the right to enroll into core college classes by passing the ALP developmental English course, and also earned three-hours-college-credit for submitting their writing portfolio, having it assessed by the English Faculty and fulfilling the requirement for passing English 101. As a result, the nine student study participants reached the community college course assessment benchmark in reading and writing and qualified to take college-level courses. They experienced success in the dual-enrollment classes and positive change in their confidence, attitude and perception toward reading and writing. One hundred percent of student study participants stated in the Student Exit Interview in mid-April that they experienced a positive change in their attitudes and perceptions toward reading and writing. Findings from the data demonstrated that 100% of student study participants stated they were now confident readers and writers.

Student and instructor study participants also commented on the following which may have reflected the positive changes in student study participants' attitudes in reading and writing:

1. ALP smaller class size provided more time for individual instruction in reading and writing which developed students with stronger reading and writing skills and created more independent and confident readers and writers.
2. ALP learning communities were developed utilizing the small class size for the purpose of establishing a free flow of ideas and comfortable surroundings for students and instructors to share reading and writing information and to promote individual student participant's critical thinking in both reading and writing.
3. Individualized instruction supported the curriculum in both the English 101 and the ALP 099 Courses by making the time available to clarify individual student academic concerns, by offering one-to-one daily writing conferencing and reading discussions, and by establishing a rapport between the individual students, the instructor, and the class learning community as a whole.
4. The curriculum of the ALP class supported and emphasized active learning, improved reasoning skills, promoted critical reading, and engaged more effective editing skills. The ALP curriculum often explained and/or reiterated the content of the English 101 Course providing clarification and often expansion of the content.

5. The same instructor taught both classes offering students the continuity and support of one instructor who was cognizant of the content and difficulties of both the 099 and the 101 classes.
6. As a result of the small class size and the instructor's time for individualized instruction, daily class editing and revision of student writing in one-to-one writing conferences were offered in the ALP curriculum.
7. As a result of the formation of the class learning community, students response in the classroom was more freely given and grew to be more perceptive with the encouragement of the instructor, the reading and writing skill growth of the student, and the insight regarding their classmates' ideas as the students' progressed in the class.
8. Students perceived themselves as scholars – At the end of the semester and the dual-enrollment courses, instructors observed that the students seemed to perceive themselves as scholars who were proud that they could question, discuss, self-correct, and find deeper meaning in their reading and writing.

In order to provide developmental education in reading and writing for students entering our community colleges with reading and writing skill deficits, factors such as offering smaller class size, developing classes as learning communities, providing time and commitment for individualized instruction, offering dual-enrollment classes that earn college credit, and providing knowledgeable, caring, and supportive instructors are important components for enabling students to build reading and writing skills in order to advance themselves into college courses, earn a degree, and ultimately, enter the job

market. However, the most profound feedback from both student study participants and instructors was that the flexibility and camaraderie that the small class size allowed in the classroom for individualized instruction in reading and writing was perhaps the most valuable factor.

One instructor stated in his interview when referring to the small class size and the individualized instruction it afforded, “Some of the best teaching in writing that I’ve ever done, I attribute to the individualized instruction that the Accelerated Learning Program Class (ALP) allowed me to do.”

Recommendations for Future Study

1. This study examined one community college with four classes, four instructors, and nine students as volunteer study participants in dual-enrollment English classes. Future study should extend the study to include additional community colleges with English department developmental studies programs to expand the breadth of the study.
2. This study relied on a small student sample from one community college. Future studies should include expanding the study to incorporate more longitudinal data and additional variables including student retention, college credits earned, and completion.
3. The student sample size was small and may not be representative of the broader ALP population. Only one class per instructor was included in the study. Future study should include multiple classes by individual instructors.

Reflections

The changes that were noted in this study emphasize the importance of small class size, one-to-one instruction, and instructional programs that consistently deliver the reading and writing curriculum. Students are more likely to be confident and enthusiastic learners when they experience effective instruction.

In an era when student deficits in reading and writing affect thousands of students, it seems appropriate to urge administrators and educators to promote and support reading and writing education in middle school, the junior high, and the secondary school. Effective developmental literacy programs to aid and support students who are reading and writing below standards and that can challenge students to become independent and confident readers and writers should be a goal for all school districts.

Many educators currently see and in the past saw the writing on the wall as far back as 1941, [when] Bond and Bond recognized that the United States secondary school reading instruction was lacking when they posed, “The fact that in the secondary school the continued improvement in reading has been left to chance is a dark cloud on the reading horizon. No better results should be expected from this procedure than from leaving a vegetable garden to grow by itself without any outside care after it is once started” (p. 93).

APPENDIX A
MIKULECKY BEHAVIORAL READING ATTITUDE MEASURE SURVEY
(MBRAM)

NUMBER _____ CLASS _____ DATE _____

MIKULECKY BEHAVIORAL READING ATTITUDE MEASURE
BY LARRY MIKULECKY, PHD
(ADMINISTERED PRE- AND POST- DEVELOPMENTAL READING CLASS PARTICIPATION)

On the following pages are 21 descriptions. You are to respond by indicating how much each applies to you personally. They are either unlike you or like you. For “very unlike” you, circle the number 1. For “very like” you, circle the number 5. If you fall somewhere between, circle the appropriate number.

Example:

You receive a book for a Christmas present. You start the book, but decide to stop halfway through.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

1. You walk into the office of a doctor or dentist and notice there are magazines set out.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

2. People have made jokes about your reading in unusual circumstances or situations.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

3. You are in a shopping center you've been to several times when someone asks where book and magazines are sold. You are able to tell the person.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

4. You feel very uncomfortable because emergencies have kept you away from reading for a couple of days.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

5. You are waiting for a friend in an airport or supermarket and find yourself paging through the magazines and/or paperback books.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

6. If a group of acquaintances would laugh at you for always being buried in a book, you'd know it's true and wouldn't mind much at all.

VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

7. You are tired of waiting for the dentist, so you start to page through a magazine.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
8. People who are regular readers often ask your opinion about new books.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
9. One of your first impulses is to “look it up” if there is something you don’t know or whenever you are going to start something new.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
10. Even though you are a very busy person, there is somehow always time for reading.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
11. You’ve finally got some time alone in your favorite chair on a Sunday afternoon. You see something to read and decide to spend a few minutes reading just because you feel like it.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
12. You tend to disbelieve and be a little disgusted by people who repeatedly say they don’t have time to read.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
13. You find yourself giving special books to friends or relatives as gifts.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
14. At Christmas time, you look into the display window of a bookstore and find yourself interested in some books and uninterested in others.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
15. Sometimes you find yourself so excited by a book you try to get friends to read it.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
16. You’ve just finished reading a story and settle back for a moment to enjoy and remember what you’ve just read.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
17. You choose to read non-required books and articles fairly regularly (a few times a week).
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

18. Your friends would not be at all surprised to see you buying or borrowing a book.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
19. You have just gotten comfortably settled in a new city. Among the things you plan to do is check out the library and the bookstores.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME
20. You've just heard about a good book but haven't been able to find it. Even though you're tired you look for it in one more bookstore.
- VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

Mikulecky, L. (1976). *Mikulecky Behavioral Reading Attitude Measure*. In *Adult-reading habits, attitudes and motivations: A cross-sectional study*. Bloomington: Indiana University School of Education.

APPENDIX B

MIKULECKY BEHAVIORAL READING ATTITUDE MEASURE SURVEY:

PRE, POST, AND CHANGE SCORING DATA

MBRAM PRE-, POST-, AND CHANGE SCORING DATA
MIKULECKY BEHAVIORAL READING ATTITUDE MEASURE
20-ITEM, LIKERT-TYPE MEASURE

BASED ON:
HOVLAND AND ROSENBERG'S (1960) TRIPARTITE MODEL CONSISTING OF AFFECTIVE,
COGNITIVE, AND BEHAVIORAL COMPONENTS OF ATTITUDE
***MBRAM* SCORING**

HIGHEST POSSIBLE SCORE: 110 WHICH MEANS A GOOD OR POSITIVE ATTITUDE TOWARD READING
MIDPOINT SCORE: 55 MEANS A GENERALLY "NEUTRAL" SCORE
LOWEST POSSIBLE SCORE: 22 (POOR OR NEGATIVE ATTITUDE)

Total Change from Pre to Post = 77 point participant increase in reading attitude among six participants. There was a -16 decrease in reading attitude among three participants.

Increase:

Claudio			Eva			Judy			Joyce			Jorge			Ray		
P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C
28	60	32	29	56	27	78	87	9	84	90	6	42	44	2	64	65	1

Decrease:

Todd			Katie			Matt		
Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
52	45	-7	65	59	-6	56	53	-3

APPENDIX C

DALY-MILLER WRITING APPREHENSION SURVEY (TEST)

THE DALY-MILLER WRITING APPREHENSION SURVEY

Your number: _____ Class _____ Date _____

Directions: select from 5 to 1, 5 is Strongly Disagree and 1 is Strongly Agree.

Remember: There are no correct answers, only give your honest response to each item.

Thank you for your participation and send me your comments!

5 Strongly Disagree 4 Disagree 3 Uncertain 2 Agree 1 Strongly Agree

(1) I avoid writing. (+)

5 4 3 2 1

(2) I have no fear of my writing's being evaluated. (-)

5 4 3 2 1

(3) I look forward to writing down my ideas. (-)

5 4 3 2 1

(4) I am afraid of writing essays when I know they will be evaluated. (+)

5 4 3 2 1

(5) Taking a composition course is a very frightening experience. (+)

5 4 3 2 1

(6) Handing in a composition makes me feel good. (-)

5 4 3 2 1

(7) My mind seems to go blank when I start to work on my composition. (+)

5 4 3 2 1

(8) Expressing ideas through writing seems to be a waste of time. (+)

5 4 3 2 1

(9) I would enjoy submitting my writing to magazines for evaluation and publication. (-)

5 4 3 2 1

5 Strongly Disagree 4 Disagree 3 Uncertain 2 Agree 1 Strongly Agree

(10) I like to write down my ideas. (-)

5 4 3 2 1

(11) I feel confident in my ability to express my ideas clearly in writing. (-)

5 4 3 2 1

(12) I like to have my friends read what I have written. (-)

5 4 3 2 1

(13) I'm nervous about writing. (+)

5 4 3 2 1

(14) People seem to enjoy what I write. (-)

5 4 3 2 1

(15) I enjoy writing. (-)

5 4 3 2 1

(16) I never seem to be able to write down my ideas clearly. (+)

5 4 3 2 1

(17) Writing is a lot of fun. (-)

5 4 3 2 1

(18) I expect to do poorly in composition classes even before I enter them. (+)

5 4 3 2 1

(19) I like seeing my thoughts on paper. (-)

5 4 3 2 1

(20) Discussing my writing with others is enjoyable. (-)

5 4 3 2 1

5 Strongly Disagree 4 Disagree 3 Uncertain 2 Agree 1 Strongly Agree

(21) I have a terrible time organizing my ideas in a composition course. (+)

5 4 3 2 1

(22) When I hand in a composition, I know I'm going to do poorly. (+)

5 4 3 2 1

(23) It's easy for me to write good compositions. (-)

5 4 3 2 1

(24) I don't think I write as well as most other people. (+)

5 4 3 2 1

(25) I don't like my compositions to be evaluated. (+)

5 4 3 2 1

(26) I'm not good at writing. (+)

5 4 3 2 1

Daly, J., & Miller, M. (1984). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English* 12 (1975): 242-49. Adapted by Michael W. Smith in *Reducing writing apprehension* (Urbana, IL: NCTE, 1984).

APPENDIX D

DALY-MILLER WRITING APPREHENSION SURVEY (TEST) SCORING GRID

THE DALY-MILLER WRITING APPREHENSION SURVEY SCORING GRID

<u>DALY-MILLER WRITING APPREHENSION TEST</u>	
CATEGORIES FOR QUESTIONS	QUESTIONS
STARTING/AVOIDANCE	1. I avoid writing.
	7. My mind seems to go blank when I start to go to work on my composition.
IDEAS	3. I look forward to writing down my ideas.
	8. Expressing ideas through writing is a waste of time.
	10. I like to write down my ideas.
	11. I feel confident in my ability to express my ideas clearly in writing.
	16. I never seem to be able to write my ideas clearly.
	21. I have a terrible time organizing my ideas in a composition class.
EVALUATION	2. I have no fear of my writing being evaluated.
	4. I am afraid of writing essays when I know they will be evaluated.
	9. I would enjoy submitting my writing to magazines for evaluation and publication.
	12. I like to have my friends read what I have

	written.
	14. People seem to enjoy what I write.
	20. Discussing my writing with others is an enjoyable experience.
	25. I don't like my compositions to be evaluated.
COMPOSITION COURSE	5. Taking a composition class is a very frightening experience.
	18. I expect to do poorly in composition classes even before I enter them.
	22. I have a terrible time organizing my ideas in a composition class.
HANDING IN ASSIGNMENTS	6. Handing in assignments makes me feel good.
	22. When I hand in a composition, I know I'm going to do poorly.
SHOWING TO OTHERS	9. I would enjoy submitting my writing to magazines for evaluation and publication.
	12. I like to have my reads read what I have written.
	14. People seem to enjoy what I write.
ENJOYMENT	9. I would enjoy submitting my writing to magazines for evaluation and publication.
	12. I like to have my friends read what I have

	written.
	14. People seem to enjoy what I write.
EASE/ABILITY	13. I'm nervous about writing.
	14. People seem to enjoy what I write.
	23. It's easy for me to write good compositions.
	24. I don't think I write as well as other people.
CLARITY	11. I feel confident in my ability to express my ideas clearly.
	16. I never seem to be able to write my ideas down clearly.
SELF-ESTEEM	6. Handing in my compositions makes me feel good.
	8. Expressing ideas through writing seems to be a waste of time.
	10. I like to write down my ideas.
	12. I like having my friends see what I have written.
	19. I like seeing my thoughts on paper.

Engelmann, C. (1992, March). *What influences the Daly-Miller Test for Writing Apprehension?*, p. 14.

APPENDIX E

DALY-MILLER WRITING APPREHENSION SURVEY (TEST) SCORES:

PRE- AND POST-SCORES, AND CHANGE

DALY-MILLER WRITING APPREHENSION SURVEY DATA CHART ILLUSTRATING FEBRUARY & APRIL SURVEY SCORES & STUDENT CHANGE IN WRITING ATTITUDE

**DALY-MILLER WRITING APPREHENSION SURVEY
26-ITEM, LIKERT-TYPE MEASURE**

**DATA RESULTS OF: DALY-MILLER WRITING APPREHENSION FEBRUARY-SURVEY
DALY-MILLER WRITING APPREHENSION APRIL-SURVEY
AND CHANGE FROM THE FEBRUARY-SURVEY DATA TO THE APRIL-SURVEY DATA**

Total Positive Writing Change from February to April = +94 point increase in writing attitude among six participants.

Total Negative Writing Change from February to April = -24 point decrease in writing attitude among three participants.

SCORING RANGES:

RANGE 26-59: A SCORE IN THIS RANGE INDICATES THE STUDENT HAS A HIGH LEVEL OF WRITING APPREHENSION.

RANGE 60-96: MOST STUDENTS IN THIS RANGE DO NOT EXPERIENCE A SIGNIFICANTLY UNUSUAL AMOUNT OF WRITING APPREHENSION

RANGE 97-130: A SCORE IN THIS RANGE INDICATES THE STUDENT HAS A LOW LEVEL OF WRITING APPREHENSION.

P = (February scores), PT = (April scores), C = (Change amid February and April scores)

Increase:

Judy			Matt			Ray			Eva			Todd			Joyce		
P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C	P	PT	C
116	129	13	90	106	16	70	103	33	76	96	20	92	101	9	88	91	3

Decrease

KATIE			CLAUDIO			JORGE		
P	PT	C	P	PT	C	P	PT	C
113	104	-9	94	85	-9	81	75	-6

APPENDIX F
EXIT INTERVIEW – STUDENT

EXIT INTERVIEW QUESTIONS OF COMMUNITY COLLEGE STUDENTS**ENROLLED****IN A ONE-SEMESTER MANDATORY ALP DEVELOPMENTAL****ENGLISH COURSE**

(ADMINISTERED POST COURSE PARTICIPATION)

1. What do you consider your successes that you experienced while enrolled in the courses of English 101 and the Accelerated Learning Program English course LCB 099A and/or 099B?
2. What did you find most difficult while taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
3. What did you find most helpful while taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
4. Do you feel more confident in your reading after taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
5. Do you feel more confident in your writing after taking the concurrent acquisition courses of English 101 and the ALP English course 099A or 099B?
6. Would you recommend enrolling in the dual-enrollment English 101 and the developmental English 099A or 099 B courses to your friends or other students?

APPENDIX G

EXIT INTERVIEW – STUDENT – READING

SUMMARY OF STUDENT STUDY PARTICIPANTS' EXIT INTERVIEWS-READING

1-9	Building Reading Skills & Confident Readers	More confident reader after participation in dual-enrollment classes
Judy		The instruction in ALP LCB 099A & 099 B helped me in English 101 and I believe gave me a basic foundation for succeeding in English 102.
Judy		I strengthened my understanding of the readings and other topics through the discussions in the classes and the conferences with the instructor.
Judy & Matt		The interactions (conferences) were very helpful for me in clearing up any confusion I had about the topic and in helping me become a better reader.
Katie & Jorge		Learning to read for "deeper meaning" aided my reading comprehension
Katie & Claudio		Experiencing more confidence in reading as a result of participation in ALP.
Claudio		Participation in class discussions aided my confidence in reading
Eva		I was a former reluctant reader; I read more now after completing the dual-enrollment classes and my reading is much improved.
Eva		I smiled and said, "Reading is FUN-da-men-tal," to interviewer after participating in the dual-enrollment classes and greatly improving my reading.
Todd		Discovered a strategy to keep my place when reading & became independent.
Todd		Overcame my problems with reading by learning to train my brain to take in more while reading
Todd & Jorge		I improved my reading skills & my comprehension as a result of ALP.
Jorge		Increased comprehension by learning to read a lot of different material for deeper meaning.
Joyce		Learning to evaluate my reading helped me to overcome my difficulty with it.
Claudio	Developing Critical Thinkers in Reading	Found class discussions valuable in developing critical thinking skills
Todd		I became a critical reader and thinker after the training in the ALP classes.
Todd, Jorge		Training my brain to take in more while reading and learning to read for deeper meaning made me a better reader.

APPENDIX H

EXIT INTERVIEW – STUDENT – WRITING

SUMMARY OF STUDENT STUDY PARTICIPANT EXIT INTERVIEW DATA – WRITING

Student(s)	Themes	Comments
1-9 - class		As a result of participating in the ALP LCB 099A & 099 B classes, I experienced “way more” confidence in reading and writing.
1-9 - class		“Because of the small class size in ALP LCB 099A & 099B, I was able to have more one-to-one time with my instructor and as a result of his encouragement and instruction became comfortable and confident with putting my thoughts down on paper and writing paragraphs, essays, etc.”
Todd		“As a result of participating in the ALP LCB 099A & 099 B class and the one-to-one writing conference time with my instructor, it helped me to grow and mature in my writing and in the way I think about things.”
1-9 - Todd		Participating in the dual-enrollment ALP LCB 099A & 099B and the English 101 class with the same instructor, helped me to connect what I learned in ALP LCB 099A and 099B and apply it in English 101 making me a better and more confident writer who was now able to write a well-developed essay.
Joyce		“Before ALP LCB 099, I couldn’t help my 8 year-old daughter with her writing homework. Now I can. The classes helped me both at school and at home and now I am a confident writer at both places.”
Matt		“I confronted the challenge of handing in work because sometimes I found that it was most difficult to hand in my work. But after I had my writing conference and learned what to do, it wasn’t so difficult.”
Eva		“After participating in the ALP LCB 099A and/or 099B class, I feel ‘way more’ confident in my writing.”
1-9 - Todd		“In the ALP LCB 099A and 099 B class, we were instructed what to do and what questions to ask in writing conferences and then practiced what we learned in in-class peer editing. This was the most effective way for me to improve my writing by practicing what I learned from my instructor and using that information in class for revising my work and discussing each person’s paper. Not only did participation in the class make me more knowledgeable about writing, but also it enabled me to become a better and more effective writer.”
1-9		“I felt that I really benefitted from the individualized instruction that the ALP LCB 099A and 099B class offered. The small class size permitted peer editing and discussing each person’s paper in each class which enabled me to “soar” in writing.”
Matt		“The ALP LCB 099A and/or 099B classes. Took the difficulty out of writing for me. I always had difficulty with writing, but in the ALP LCB 099A and 099B class I learned how to structure a paragraph and an essay.
Judy		Broke down concepts into “chunks”—much easier to understand.
1-9		The ALP LCB 099A and/or 099B classes emphasized revisions and showed students what to do in student/instructor writing conferences
Ray		Our text, <i>They Say/I Say?</i> , was the most helpful for me because it offered sample templates, thesis statements, etc. It was a real “window to writing” Teacher handouts on paraphrasing, portfolio expectations and thesis statements aided me with my writing as well.
1-9		“I participated in a writing conference with my writing instructor prior to revisions which helped me become aware of the format used and know what to look for in my next paper.”
Matt		After ALP LCB 099, my confidence in writing soared.

Ray		“When I was assigned a take-home essay which I found most difficult because several times I missed the point—I wrote about one thing, but was supposed to write about another. I think I nailed it on the third try.”
Matt		Worked on vocabulary--Instructor encouraged vocabulary to be “less teenager” than before the classes.
1-9		Pasted essays on Google Drive so everyone in the class could look at our essay –class asked questions about each essay, “What does he need to revise?” “What does he need to keep?”
Eva		Wrote an assigned class essay in 101 class and the instructor wanted two reflective essays in the ALP LCB 099 class—This was the most challenging assignment. (Then) I took what I did wrong in the essay and reflected on it and did the corrections in the next essay. It’s a building thing.
Matt		Learned if I don’t know much about a topic; I need to do my research
Jorge		Learned to organize my thoughts and ideas from my participation in the dual-enrollment classes
Matt		Confronted the challenge of handing in work—“Sometimes I found that it was most difficult to hand in my work, but after I learned what to do (when writing and thought about it, it wasn’t so difficult.

APPENDIX I

EXIT INTERVIEW – PROFESSOR/INSTRUCTOR

EXIT INTERVIEW QUESTIONS OF COMMUNITY COLLEGE PROFESSORS

TEACHING

IN A ONE-SEMESTER MANDATORY ALP DEVELOPMENTAL

ENGLISH COURSE

INSTRUCTOR INTERVIEW

(ADMINISTERED POST COURSE COMPLETION)

1. Describe the learning environment of the ALP classroom?
2. Do you see any changes in individual student's writing and/or reading confidence, class participation and assignments since the beginning of the concurrent acquisition courses of English 101 and/or English 099A or English 099B?
3. In your opinion what are the greatest successes that you have experienced with the Accelerated Learning Program developmental English Courses?

APPENDIX J

EXIT INTERVIEW – PROFESSOR/INSTRUCTOR – READING

SUMMARY OF INSTRUCTOR INTERVIEW DATA – READING

Instructor(s)	Themes	Comments
Dr.Kloeckner	<i>Building Reading Skills and Confident Readers</i>	“Developing a learning community by gaining students’ trust and helping them move forward.”
Dr.Kloeckner		“Offers students the daily opportunity for individualized instruction”
Dr. Murphy		“Develops questioning readers and writers”
Dr. Murphy		“Develops a learning community where students no longer fear reading and writing”
Dr. Murphy		“Develop students’ ability to practice finding, interpreting, and discussing the ‘deep meaning’ of the text”
Dr. Bleidorn		“Develop students’ ability (after individualized instruction) to respond with many more perceptive comments about the text and their classmates’ ideas than at the beginning of the semester
Dr. Carlyle		“Develop students’ ability to interpret in response to what is read and evaluate it”
Dr. Carlyle	<i>Develop Critical Thinkers in Reading</i>	“Develop students’ ability to interpret the deeper meaning in text”
Dr. Carlyle		“Develop students ability to respond to and evaluate their interpretation of the deeper meaning”
Dr. Murphy		“Cultivate critical thinking skills in students by practicing finding, interpreting, and discussing the deep meanings of assigned text”

APPENDIX K

EXIT INTERVIEW – PROFESSOR/INSTRUCTOR – WRITING

SUMMARY OF INSTRUCTOR INTERVIEW DATA – WRITING

Instructor(s)	Themes	Comments
Dr. Kloeckner	<i>Building Writing Skills and Confident Writers</i>	"In my class, we concentrated on students' weaknesses and built trust in the classroom. As a result my students became comfortable with discussing and viewing each others' work"
Dr. Murphy		"It's fun to work with students often in a one-to-one conference and get to know them and their abilities. In a larger class, it is not doable to work each class one-to-one with each student. I expect all of my students to pass into English 102 this semester and to go on to complete their associate degree. All are motivated and excited about learning and no longer fear reading and writing."
Dr. Bleidorn	<i>Develop Critical Thinkers in Writing</i>	"After several weeks of class, my students responded with more perceptive comments and were very proud of their ability to participate fully in our reading and writing discussions. In addition, they remarked that they were happy they found independence in writing and peer editing."
Dr. Carlyle		"My students became confident readers and writers because they could respond to and evaluate their interpretation of the "deeper meaning" of the text and were proud that they could independently write a clear text that could be understood and discussed by their classmates."
Dr. Murphy	<i>Revising and Editing in Writing</i>	"My students were especially grateful for one of the goals of The class curriculum--to develop them into questioning writers. They were encouraged to inquire of themselves while in their writing process: "What does a body paragraph have in it?" "How does your quote support what you wrote?" and so forth. "Thank you for showing me how to question myself so I could become an independent writer. Now I can revise and edit my writing, go on to English 102, and not be afraid to submit my writing."
Dr. Bleidorn		"All my students wrote in the writing lab and through that experience developed into a learning community. Each student could view their classmates' essay under discussion on their computer screen. In addition, we would have individual writing conferences to discuss their writing. My students commented, 'The writing conferences plus discussing each others' papers in class were the most helpful tools for illustrating to us what we needed to do to become independent writers. Students commented that they were very grateful for the individualized instruction and the opportunity to ask questions concerning concepts that concerned them. One of the students said, "Being in class with you was like having a writing mentor. I am a much better writer now because of all the time you spent with me."

APPENDIX L
ADMINISTRATOR APPLICATION LETTERS AND CONSENT

Michele M. Froehlich
 Northbrook, IL 60062
 August 26, 2012

Adenuga Atewologun, Ph.D.
 Vice President of Academic Affairs, and Dean of Faculty
Prairie State College
 202 South Halsted Street
 Chicago Heights, Illinois 60411-8226

Dear Dr. Atewologun,

I am a doctoral student at Loyola University in Chicago and I am interested in conducting a research study at Prairie College tentatively named: *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Developmental English Class Incorporating Reading and Writing Instruction*.

Initially, I contacted Dr. Susan Solberg at Prairie State College in May 2012 about conducting my dissertation research study at Prairie State College. She suggested that I wait until the end of July or the beginning of August to contact Dr. Jason Evans, Associate Professor Patrick Reichard, and Associate Professor Thomas Nicholas when their schedule would more likely permit consideration of my research proposal. I wrote to them in an e-mail dated August 5, 2012 and received a reply from all three. Dr. Evans and Associate Professor Reichard indicated to me that they would be interested in participating in my research study. At the same time, I copied Dr. Solberg with the e-mails and the proposal letter attachments. Dr. Solberg sent a reply e-mail stating that although she had forwarded the proposals and e-mail copies to you and Dr. Adenuga Atewologun, Ph.D., Vice President of Academic Affairs, and Dean of Faculty, she advised me to contact both of you directly.

I am especially excited about the possibility of conducting my research study at *Prairie State College* in the Accelerated Learning Program Developmental English Classes in the Spring of 2013. In my conversation with Dr. Evans, I mentioned that a Loyola rule for doctoral students is that they must present a letter of commitment from an administrator at the research site prior to presentation at the Loyola IRB for approval. This letter is a request for a commitment letter from you, as a Prairie State College administrator, to confirm that I have your permission to conduct my research study at the College.

I am very interested in conducting this research study at Prairie State College. The study is tentatively named *Andragogy in One Community College: A Study of the Attitudes and Perception of Students Enrolled in an Accelerated Learning Developmental English Class Incorporating Reading and Writing Instruction*. The purpose of the study is to

determine if student attitudes and perceptions toward reading and writing change as a result of experiencing and completing mandatory developmental reading and writing courses.

My research questions are:

- 1) Do student attitudes and perceptions change toward reading following the completion of the one-semester mandatory community college developmental reading and writing program?
- 2) Do student attitudes and perceptions change toward writing following the completion of the one-semester mandatory community college developmental reading and writing program?

Data will be gathered from surveys completed by English and reading students at the beginning of the courses to determine demographics and perceptions of themselves as readers and writers. At course completion, students are again surveyed concerning their perceptions of themselves as readers and writers and their attitudes toward their reading and writing class experience. Surveys may be administered by pencil and paper or online (*Survey Monkey*). Each survey consists of fifteen to twenty-six questions and should take ten to twenty minutes each to complete. In addition to the surveys, I would like to interview consenting students regarding their personal writing and reading perceptions and course experience. If possible, I would like to include interviews with faculty and administrators involved in the Accelerated Learning Program developmental English classes. Finally, I would like to examine writing data from the results of the first student writing assignment and the final assignment or portfolio to determine writing growth.

I hope to conduct the research with the students of Prairie State College at the beginning of the term in the early spring of 2013 and before final assessment in the late spring of 2013. The research will consist of the *Mikulecky Behavioral Reading Attitude Measure*, and the *Daly-Miller Writing Apprehension Measure* which will be administered pre and post. In addition two other surveys will be administered; the first survey will include demographics and student reading and writing attitudes and perceptions and will be administered at the beginning of the course and the second student survey, administered prior to final assessment, will include student comments about their reading, writing, and learning in the developmental reading and writing courses. The surveys will be minimally invasive and will not require much student time. All student information will be held in strictest confidence and will not be identifiable by student as it will be coded.

I would be happy to discuss this proposal in greater detail and answer any questions that you may have regarding it. I welcome and appreciate any comments or suggestions that you may have regarding this study. I look forward to discussing this proposal with you.

Thank you again in advance for your interest and considering my request. I look forward to hearing from you.

Sincerely,
Michele Murphy Froehlich

Researcher's Name and Contact Information
Michele J. Froehlich
Northbrook, IL 60062
(847) 323-7153 – Cell
mj-froehlich@hotmail.com

Dissertation Chair
Dorothy Giroux, Ph.D.
Loyola University - Granada
Chicago, IL 60640
(773) 508-8338

Michele M. Froehlich
 Northbrook, IL 60062
 August 26, 2012

Susan Solberg, Ph.D.
 Dean of Liberal Arts
Prairie State College
 202 South Halsted Street
 Chicago Heights, Illinois 60411-8226

Dear Dr. Solberg,

I am a doctoral student at Loyola University in Chicago and I am interested in conducting a research study at Prairie College tentatively named: *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Developmental English Class Incorporating Reading and Writing Instruction*.

Initially, I contacted Dr. Susan Solberg at Prairie State College in May 2012 about conducting my dissertation research study at Prairie State College. She suggested that I wait until the end of July or the beginning of August to contact Dr. Jason Evans, Associate Professor Patrick Reichard, and Associate Professor Thomas Nicholas when their schedule would more likely permit consideration of my research proposal. I wrote to them in an e-mail dated August 5, 2012 and received a reply from all three. Dr. Evans and Associate Professor Reichard indicated to me that they would be interested in participating in my research study. At the same time, I copied Dr. Solberg with the e-mails and the proposal letter attachments. Dr. Solberg sent a reply e-mail stating that even though she had forwarded the proposals and e-mail copies to both you and Dr. Gregory Thomas, Vice President of Student Affairs/Dean of Students, she advised me to contact you directly.

I am especially excited about the possibility of conducting my research study at *Prairie State College* in an Accelerated Learning Program Developmental English Class, specifically the English 100 classes in the Spring of 2013. In my conversation with Dr. Evans, I mentioned that a Loyola rule for doctoral students is that they are unable to present their studies to the Loyola IRB until the student has a letter of commitment from an administrator at the research study site. This letter is a request for a commitment letter from you confirming that I have permission to conduct my research study at the College.

I am very interested in conducting this research study at Prairie State College. The study is tentatively named *Andragogy in One Community College: A Study of the Attitudes and Perception of Students Enrolled in an Accelerated Learning Program Developmental English Class Incorporating Reading and Writing Instruction*. The purpose of the study

is to determine if student attitudes and perceptions toward reading and writing change as a result of experiencing and completing mandatory developmental reading and writing courses.

My research questions are:

- 1) Do student attitudes and perceptions change toward reading following the completion of the one-semester mandatory community college developmental reading and writing program?
- 2) Do student attitudes and perceptions change toward writing following the completion of the one-semester mandatory community college developmental reading and writing program?

Data will be gathered from surveys completed by English and reading students at the beginning of the courses to determine demographics and perceptions of themselves as readers and writers. At course completion, students are again surveyed concerning their perceptions of themselves as readers and writers and their attitudes toward their reading and writing class experience. Surveys may be administered by pencil and paper or online (*Survey Monkey*). Each survey consists of fifteen to twenty-six questions and should take ten to twenty minutes each to complete. In addition to the surveys, I would like to interview consenting students regarding their perceptions and course experience. If possible, I would like to include interviews with faculty and administrators involved in the Accelerated Learning Program English classes. Finally, I would like to examine writing data from the results of the first student writing assignment and the final assignment or portfolio to determine writing growth.

I hope to conduct the research with the students of Prairie State College at the beginning of the term in the early spring of 2013 and before final assessment in the late spring of 2013. The research will consist of the *Mikulecky Behavioral Reading Attitude Measure*, and the *Daly-Miller Writing Apprehension Measure* which will be administered pre and post. In addition two other surveys will be administered, the first survey will include demographics and student reading and writing attitudes and perceptions and will be administered at the beginning of the course and the second student survey, administered prior to final assessment, will include student comments about their reading, writing, and learning in the developmental reading and writing courses. The surveys will be minimally invasive and will not require much student time. All student information will be held in strictest confidence and will not be identifiable by student as it will be coded. I would be happy to discuss this proposal in greater detail and answer any questions that you may have regarding it. I welcome and appreciate any comments or suggestions that you may have regarding this study. I look forward to discussing this proposal with you.

Thank you again in advance for your interest and considering my request. I look forward to hearing from you.

Sincerely,

Michele Murphy Froehlich

Researcher's Name and Contact Information

Michele J. Froehlich
Northbrook, IL 60062
(847) 323-7153 – Cell
mj-froehlich@hotmail.com

Dissertation Chair
Dorothy Giroux, Ph.D.
Loyola University – Granada
Chicago, IL 60640
(773) 508-8338

APPENDIX M
SCHOOL CONSENT LETTER



202 South Halsted Street
Chicago Heights, IL 60411-8226
(708) 709-3500 • Fax (708) 755-2587
prairiestate.edu

Office of the Vice President
of Academic Affairs

August 30, 2012

Ms. Michele Murphy Froehlich
[REDACTED]

Re: Commitment Letter to Conduct Research at Prairie State College

Tentative title of research project: *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Developmental English Class Incorporating Reading and Writing Instruction*

Greetings! First, allow me to congratulate you on reaching this milestone in your educational journey. I am pleased that you have selected Prairie State College as your institution of choice to conduct this research study. PSC is a student-centered institution, dedicated to teaching and mentoring students as they prepare to embark on the next chapter of their academic journey.

I was delighted to receive your request to study students enrolled in two sections of our highest level developmental English course. The course you would be studying would be English 099, a six hour course that combines reading and writing. According to your letter, Professors Jason Evans and Patrick Reichard are willing to participate in your research study. Both Professors Evans and Reichard have taught at the College for over 10 years, teaching developmental and accelerated English courses as well as college level courses. Professor Evans recently received his Ph.D. in English and Professor Reichard has been accepted into a Ph.D. program in Creative Writing. You are set to work with outstanding professors in your research study, and they can share their experiences with you as you complete your study.

Please accept this letter, confirming my permission for you to conduct your research study at Prairie State College.* Wishing you continued success in your scholarly endeavors. Good luck!

Sincerely,

Adenuga Atewologun, Ph.D.
Vice President, Academic Affairs and Dean of Faculty

Cc: Dr. Eric C. Radtke, President
Dr. Susan Solberg, Dean, Liberal Arts

* We grant this commitment with the understanding that you will use Loyola University IRB and that you would share the results of your research with me and with Prairie State College's Department of English.

printed on recycled paper

APPENDIX N
STUDENT APPLICATION LETTER AND CONSENT FORM

Michele Froehlich
Loyola University Chicago Graduate School

January 20, 2013

Dear Student,

My name is Michele Froehlich and I am a doctoral student at Loyola University in Chicago. I am very interested in your attitudes and perceptions toward reading and writing. I am asking for your help in completing six quick surveys of approximately 15 – 25 questions each that will be completed in class. I shall also ask you for your participation in a short interview of five questions regarding your attitudes and experiences concerning reading and writing. The surveys and interview are completely anonymous and your participation is voluntary. There will be no penalty for choosing to decline. However, I really hope you decide to be a part of the study as your opinions are extremely valuable to me as a reading specialist and English teacher and in my research regarding students' attitudes toward reading and writing, and reading and writing instruction.

I look forward to discussing your ideas about reading and writing with you.

Thank you in advance for your participation,

Michele Froehlich

CONSENT TO PARTICIPATE IN RESEARCH

(General)

Project Title: *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Program Developmental English Course Incorporating Reading and Writing Instruction*

Researcher: Michele (Murphy) Froehlich

Faculty Sponsor: Dorothy Giroux, Ph.D.

Introduction:

You are being asked to take part in a research study being conducted by Michele (Murphy) Froehlich for a dissertation under the supervision of Dorothy Giroux, Ph.D. in the Department of Education at Loyola University of Chicago.

You are being asked to participate because Michele (Murphy) Froehlich, the researcher, is very interested in your attitudes and perceptions toward reading and writing in your Accelerated Learning Program English course. All together there will be four sections of Accelerated Learning Program English course students included for participation in the Spring-2013 semester.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to gain knowledge concerning student attitudes and perspectives about reading and writing as augmented by one-semester mandatory community college Accelerated Learning Program English Courses.

Procedures:

If you agree to be in the study, you will be asked to participate in:

- **Student Interview:** Five questions concerning student's attitudes, perspectives, and experiences concerning reading and writing. The interview will last approximately five to ten minutes and take place at the community college. The student answers will be audio taped by the researcher.
- **Student surveys:** Three surveys will be administered at the beginning of the semester and three surveys will be administered at the end of the semester. All surveys will be administered in the classroom and will cover student attitudes, perspectives, and experiences concerning reading, writing, computer-use, and student demographics. Each survey contains between twenty and twenty-six questions.
- **Research Groups:** Four sections of the community college mandatory Accelerated Learning Program developmental English course will be invited to participate.

Risks/Benefits: “There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.”

Identity Privacy: Each student’s surveys and interview information will be free of names and will only contain a number which will be assigned at the beginning of the term. All student survey and interview information will be coded. Each student will be assigned a number and that number will appear on the student surveys and interview. Student names will not appear either on the survey or the interview information nor will it appear anywhere in the dissertation.

Benefits: There are no direct benefits to you from participation, but information gathered from the surveys and the interviews may be helpful to your community college or others interested in the effects of an Accelerated Learning Program developmental English course on students’ attitudes toward their reading and writing.

Confidentiality:

- All student demographic information, survey answers, and interview responses will be kept confidential. No names will appear on any surveys or interviews. Each student will be assigned a number at the beginning of the term and only that number will appear on the student surveys and interview records.
- The interview audiotapes will contain the student number and will be stored off site in a secure location.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Michele Froehlich, researcher, at mj-froehlich@hotmail.com and/or Dr. Dorothy Giroux, faculty sponsor at dgiroux@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX O
APPLICATION TO USE MIKULECKY BEHAVIORAL READING ATTITUDE
MEASURE AND CONSENT

Michele J. Froehlich
Northbrook, IL 60062
October 27, 2012

Dr. Larry Mikulecky
Indiana University
Bloomington, IN.

Dear Dr. Mikulecky,

I hope this letter finds you in good health and enjoying the fall season.

I am a doctoral student at Loyola University in Chicago. About two years ago when I first began contemplating the topic for my dissertation, I contacted you by telephone to ask if you would be amenable to letting me use the *MBRAM* for the research on my dissertation, *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Program Developmental English Class Incorporating Reading and Writing Instruction*. You responded to me in the affirmative and suggested that since I was going to use the *MBRAM* for ELL students as well as native English-speaking students I may want to discuss simplifying or restating some of the questions. However, that is no longer necessary as I adjusted my scope to all upper-level developmental reading class students.

The purpose of this letter is to gain your permission to use the *MBRAM* for my dissertation in researching community college reading student attitudes and perceptions toward reading both before and after they complete their mandatory developmental reading class. When I spoke to you two or so years ago, you were very kind and enthusiastic about encouraging me. I am still very appreciative for your kind words because at the time I had just about given up any thought of finishing my doctorate. As you can see by this letter, I am still working on it and now hope to finish next January. I have my research site and hopefully, everything should move as planned.

I hope to conduct the research with the students at the beginning of the term in the fall and at the end of the term in the winter. Since the student research will consist of the *Mikulecky Behavioral Reading Attitude Measure*, a demographic questionnaire, and an attitude questionnaire on reading and writing.

Thank you again for your consideration in granting tentative permission for using the *MBRAM*. I look forward to hearing from you.

Sincerely,
Michele Froehlich, Researcher
Northbrook, IL 60062
mj-froehlich@hotmail.com – e-mail
(847) 323-7153 - Cell

Dissertation Chair
Dorothy Giroux, Ph.D.
Loyola University – Granada
Chicago, IL 60640
(773) 508-8338

Re: Dissertation Request

Mikulecky, Larry J.

mikuleck@indiana.edu

To Michele Froehlich

From: **Mikulecky, Larry J.** (mikuleck@indiana.edu)

Sent: Wed 11/14/12 11:52 AM

To: Michele Froehlich (mj-froehlich@hotmail.com)

Michele:

I agree to your using the MBRAM reading attitude measure in your research study. Good luck with your study.

Larry Mikulecky

APPENDIX P
APPLICATION TO USE DALY-MILLER WRITING APPREHENSION SURVEY
(TEST) AND CONSENT

Michele J. Froehlich
Northbrook, IL 60062
October 22, 2012

Dr. John A. Daly
Liddell Professor of Communication;
TCB Professor of Management;
University Distinguished Teaching Professor
University of Texas/Austin
Austin, Texas

Dear Dr. Daly,

I hope this letter finds you in good health and you are enjoying this beautiful fall weather.

I am a doctoral student at Loyola University Chicago. My purpose in writing to you is to request your permission to use the *Daly-Miller Writing Apprehension Test* to conduct research for my dissertation entitled, *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Program Developmental English Class Incorporating Reading and Writing*. In my dissertation, I am investigating community college students' attitudes and perceptions toward reading and writing both before and after they complete their mandatory Accelerated Learning Program developmental English class. I have my research site and hopefully, with your kind permission will be able to use the *Daly-Miller Writing Apprehension Test* and the research may begin.

I hope to conduct the research with the students at the beginning of the term in January 2013 and at the end of the term in April 2013. The student research will consist of the *Mikulecky Behavioral Reading Attitude Measure*, the *Daly-Miller Writing Apprehension Test*, a demographic questionnaire, and an attitude survey questioning the instructional experience which was modeled after the National Association of Developmental Education (NADE) survey. In addition, I shall conduct exit interviews with the students. After I collect and code the results of the surveys, I shall conduct the exit interviews.

Thank you in advance for considering my request. I look forward to hearing from you.

Sincerely,

Michele Froehlich, Researcher
Contact Information
Michele J. Froehlich
Northbrook, IL 60062
(837) 323-7153 - Cell
mj-froehlich@hotmail.com

Dissertation Chair
Dorothy Giroux, Ph.D.
Loyola University – Granada
Chicago, IL 60640
(773) 508-8338

RE: Dissertation Request

10/26/12

Daly, John A

daly@austin.utexas.edu

To Michele J. Froehlich

From: **Daly, John A** (daly@austin.utexas.edu)

Sent: Fri 10/26/12 9:55 PM

To: Michele J. Froehlich (mj-froehlich@hotmail.com)

Of course....I have also attached a summary chapter we did a number of years ago. Best p.s., the scoring system used in the article was wrong so check it....long story of editors who didn't want revisions. Best.

John Daly
Liddell Professor of Communication; TCB Professor of Management; University Distinguished Teaching Professor
University of Texas at Austin
CMA 7.114
(512) 471-1948
daly@austin.utexas.edu

Dr. Michael D. Miller
 Henderson State University
 1100 Henderson Street
 Arkadelphia, Arkansas 71999

Michele J. Froehlich
 Northbrook, IL 60062
 October 22, 2012

Dear Dr. Miller,

I hope this letter finds you in good health and you are enjoying the beautiful fall weather. I am a doctoral student at Loyola University Chicago. My purpose in writing to you is to request your permission to use the *Daly-Miller Writing Apprehension Test* to conduct research for my dissertation entitled, *Andragogy in One Community College: A Study of the Experience and Perception of Students Enrolled in an Accelerated Learning Program Developmental English Class Incorporating Reading and Writing*. In my dissertation, I am investigating community college students' attitudes and perceptions toward reading and writing both before and after they complete their mandatory Accelerated Learning Program developmental English class. I have my research site and hopefully, with your kind permission will be able to use the *Daly-Miller Writing Apprehension Test* and the research may begin.

I hope to conduct the research with the students at the beginning of the term in January 2013 and at the end of the term in April 2013. The student research will consist of the *Mikulecky Behavioral Reading Attitude Measure*, the *Daly-Miller Writing Apprehension Test*, a demographic questionnaire, and an attitude survey questioning the instructional experience which was modeled after the National Association of Developmental Education (NADE) survey.

In addition, I shall conduct exit interviews with the students. After I collect and code the results of the surveys, I shall conduct the exit interviews.

Thank you in advance for considering my request. I look forward to hearing from you.

Sincerely,

Michele Froehlich, Researcher

Contact Information
 Michele J. Froehlich
 Northbrook, IL 60062
 (847) 323-7153 – Cell
 mjfroehlich@hotmail.com

Dissertation Chair
 Dorothy Giroux, Ph.D.
 Loyola University – Granada
 Chicago, IL 60640
 (773) 508-8338

RE: Dissertation Request

11/02/12

Dr. Michael Miller

To Michele J. Froehlich

From: **Miller, Michael** (Millerm@hsu.edu)

Sent: Fri 11/02/12 3:37 PM

To: Michele J. Froehlich (mj-froehlich@hotmail.com)

Michele,

You certainly have permission to use the Daly-Miller Writing Apprehension test for your dissertation research.

Good luck with the project. I look forward to learning about your results.

Sincerely,

Michael Miller

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VITA

Michele Jean Murphy Froehlich earned a Bachelor of Music Education degree from De Paul University in June 1967, completed coursework for an English as a Second Language Endorsement at National Louis University in June 1992, earned a Master of Education with a concentration in Reading degree from National Louis University in March 1993 and a Certificate of Advanced Study with a concentration in Administration and Supervision in August 1998 from National Louis University. She was accepted into the Doctoral Program in Curriculum and Instruction at Loyola University, Chicago in January 2006.

Michele enjoys being a wife to Will and a mother to Patti, Kirsten, Jennifer, and Peter. Family trips to U.S. historic sites, Europe, and to future destinations are among her very favorites as are attending her grandchildren's sports and school activities.

Mrs. Froehlich began her teaching career in September 1991 teaching Reading at Glenbrook South High School in District 225 in Glenview, IL. In January 1992, she added acting E.S.L. coordinator to her duties. In September 1992, Michele taught reading in the Chapter I Program at James B. Conant High School in District 211 in Hoffman Estates where she created *A Family Write Night* for her students and their parents to write their family stories together at school. In addition, she created *Family Reading Night* for the entire student body to read to their parents for at least fifteen minutes an evening and earn extra-credit. In September 1994, Michele began teaching

reading at New Trier High School District 203 in Winnetka, IL. During her sixteen years at New Trier, Michele taught English 112, E.S.L. English, various reading courses, and Staff Development Outreach Classes. In addition to regularly scheduled courses, Michele taught Reading Center Mini-Courses which ran from two to six weeks during student lunch periods. She served as Reading Center Coordinator for both campuses and introduced the *Scantron Ed Performance Reading Diagnostic Assessment* to the Freshman Campus in Northfield in 2002 and then to the sophomore class at the Winnetka Campus in 2006. For her favorite assignment, she served as an advisor from 1997 to 2006.

Mrs. Froehlich participated in and spoke at many U.S. conferences and conventions. The most memorable was in the summer of 2005 when she presented in Great Britain at the Oxford Reading Roundtable, “Using Reading Assessment for Curriculum Design in the Secondary School: Targeting All Students, Especially Those Who ‘Read It, But Don’t Get It.’” In 2001, Michele co-wrote and co-edited a film for distribution throughout her school district entitled, “Spectrum of Learning—Focus on Writing: Articulation, Analysis, Reflection,” which was a study in teaching writing in the K-12 New Trier Township School District.

In June 2010, Michele Murphy Froehlich retired after 22 years teaching and now has time for things she loves: tutoring, traveling, and reading to her grandchildren.

DISSERTATION COMMITTEE

The Dissertation submitted by Michele Murphy Froehlich has been read and approved by the following committee:

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