

A DESCRIPTION OF THE EFFECTIVENESS OF A DEVELOPMENTAL STUDIES  
SUPPLEMENTAL ORIENTATION PROGRAM IN CHANGING SPECIFIC  
ATTITUDES OF HIGH RISK COMMUNITY COLLEGE STUDENTS,

by

John Harvey Wheeler,

Dissertation submitted to the Graduate Faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Counseling and Student Personnel Services

APPROVED

S. A. Tschumi, Chairman

W. A. Keim

L. A. Leake

D. E. Hutchins

D. E. Hinkle

C. A. Atwell

April, 1976

Blacksburg, Virginia

## DEDICATION

The research reported herein is dedicated to my wife, , and two boys, and , for the patience shown toward me throughout a rather tempestuous period in my life. Upon their personal sacrifices, this study was completed.

## ACKNOWLEDGEMENTS

With sincere humility and deep appreciation the researcher wishes to thank all the people whose cooperation was necessary to making this study possible. The researcher is indebted to them for their ability to assist another human being accomplish a personal goal and achieve an interpersonal growth experience through them.

It is impossible to adequately acknowledge the contributions of the members of my dissertation committee. The researcher is deeply grateful to \_\_\_\_\_, Chairman of the Committee, and \_\_\_\_\_, Research Strategist, for their patient understanding, encouragement, and valuable guidance. Appreciation is also expressed to other doctoral committee members:

\_\_\_\_\_, and \_\_\_\_\_ for their time and valuable suggestions.

I wish to thank \_\_\_\_\_, President of John Tyler Community College for permission to carry out the research at that institution. Appreciation is expressed to \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ for their participation in the treatment program and a special thanks to

for the logistical assistance and faith

shown in the model. To the participating students:

, , ,  
, , and ,

a special appreciated "thank you." For ,  
assistant during the training program, a sincerely felt thanks  
and a realization that I could have not completed the training  
program without his capable assistance.



## TABLE OF CONTENTS

	ACKNOWLEDGEMENTS. . . . .	iii
Chapter		Page
1	INTRODUCTION. . . . .	1
	Problem Statement . . . . .	1
	Background of the Study . . . . .	1
	Statement of the Problem. . . . .	4
	Purpose of the Study. . . . .	7
	Significance of the Study . . . . .	11
	Definition of Terms . . . . .	12
	Limitations of the Study. . . . .	15
	Organization of the Remaining Chapters. . . . .	15
2	RELATED RESEARCH AND LITERATURE. . . . .	17
	Characteristics, Attitudes and Skills. . . . .	17
	Developmental Studies Programs. . . . .	22
	Characteristics of Effective Developmental Studies Programs. . . . .	27
	Orientation . . . . .	29
	Orientation Strategies. . . . .	34
	Summary . . . . .	39

Chapter		Page
3	METHODOLOGY . . . . .	41
	Design. . . . .	41
	Population. . . . .	43
	Sample. . . . .	47
	Treatment . . . . .	52
	Co-Facilitators . . . . .	56
	Instrumentation . . . . .	58
	Attitude Questionnaire. . . . .	58
	Follow-up Questionnaire . . . . .	61
	Co-Facilitator Evaluation Questionnaire. . . . .	63
	Summary . . . . .	64
4	RESULTS . . . . .	65
	Attitude Questionnaire. . . . .	65
	Total Group . . . . .	67
	Sex . . . . .	69
	Race. . . . .	77
	Co-Facilitator Assignment . . . . .	79
	Follow-Up Questionnaire . . . . .	82
	Co-Facilitator Questionnaires . . . . .	91
	Summary . . . . .	96

Chapter		Page
5	DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS . . . . .	98
	Discussions . . . . .	98
	Conclusions . . . . .	109
	Recommendations . . . . .	113
	Summary . . . . .	115
	BIBLIOGRAPHY. . . . .	116
	APPENDICES . . . . .	125
	VITA. . . . .	158
	ABSTRACT	

## LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Supplemental Orientation Program Schedule . . . . .	44
2	Descriptive Data on Supplemental Orientation Program Students: Age, Curriculum, Race and Sex. . . . .	51
3	Description of the Small Groups By Co-Facilitator Assignment, Age, Curriculum, Race and Sex. . . . .	53
4	Assignment of Items on the Attitude Questionnaire to the Five Variables. . . . .	60
5	Six Point Scale Used on Attitude Questionnaire . . . . .	62
6	The Levels of Probability for Linear and Quadratic Trends for Five Selected Variables . . . . .	68
7	Total Group Average Weighted Scores on Five Selected Variables Across Three Tests . . . . .	71
8	Male and Female Students' Average Weighted Scores on Five Selected Variables Across Three Tests . . . . .	74
9	The Difference Between Male and Female Students' Average Mean Score as Measured by the MANOVA Univariate Test on Five Selected Variables . . . . .	75
10	Black and White Students' Average Weighted Scores on Five Selected Variables Across Three Tests . . . . .	78

<u>Table</u>	<u>Page</u>	
11	The Difference Between Black and White Students' Average Mean Scores as Measured by the MANOVA Univariate Test on Five Selected Variables . . . . .	80
12	Four Group's (According To Co-Facilitator Assignment) Average Weighted Scores on Five Selected Variables Across Three Tests . . . . .	83
13	The Difference Between Four Groups (According To Co-Facilitator Assignment) Average Mean Scores as Measured by the MANOVA Univariate Test on Five Selected Variables . . . . .	84
14	The Number and Percentages of Responses for Items on the Follow-up Questionnaire. . . . .	85
15	Responses to Items 10-14 on the Co-Facilitator Program Evaluation Questionnaire . . . . .	95

LIST OF ILLUSTRATIONS

<u>Figure</u>		<u>Page</u>
1	A Comparison of Total Group Average Weighted Scores for Five Selected Variables Over Three Tests . . . . .	70
2	A Comparison of Male and Female Students Average Weighted Scores for Each Selected Variable Across Three Tests with an Accompanying Level of Probability for Interaction (non-parallelism). . . . .	72
3	A Comparison of Black and White Students' Average Weighted Scores for Five Selected Variable Across Three Tests with an Accompanying Level of Probability for Interaction (non-parallelism). . . . .	77
4	A Comparison of Four Groups of Students According to Co-Facilitator Assignment for Five Selected Variables Across Three Tests with an Accompanying Level of Probability for Interaction (non-parallelism). . . . .	81

## Chapter 1

### INTRODUCTION

#### Problem Statement

The purpose of this study was to describe the effectiveness of a developmental studies supplemental orientation program in changing specific attitudes of high-risk community college students. The treatment's effect on the factors of total group, sex, race, and co-facilitator assignment across time were used to analyze the data collected.

#### Background of the Study

Developmental studies programs exist in various forms in virtually every community college in the United States. The preparation of high-risk students to be academically successful in their college work has been the broad purpose of these programs (Roueche, 1968). A study of community college catalogs and a check of student enrollment by course and curriculum revealed that developmental studies English, developmental studies reading, and developmental studies mathematics were the most offered courses in American two-year institutions (Roueche and Kirk, 1973).

The assumption inherent in the established developmental studies courses is that such programs greatly enhanced the high-risk students' chances for academic success in college (Roueche and Kirk, 1973). Yet several national, regional, and state surveys have indicated that little hard evidence existed to support the contention that these programs do indeed help the students remove or remedy their deficiencies (Schenz, 1963; Gordon and Wilkerson, 1966; Bossone, 1966; Berg and Axtell, 1968; Roueche, 1968; Gordon and Thomas, 1969; Schafer, 1970; Kendrick and Thomas, 1970; Ferrin, 1971; and Kirk, 1972). There are several reasons why the developmental studies programs have failed.

Until recently developmental studies efforts consisted largely of watered-down versions of regular college courses. Each department of the college assumed responsibility for organizing and teaching the course, and in many instances instructors believed that the integrity of the department and the scholarly content of the discipline must be protected so the courses were taught in a traditional manner. This caused a negative effect as pointed out by Roueche (1968):



Students, meanwhile, continued to fail and to resent even more the subject and the traditional manner in which the educational process was conducted. Instructors were assigned to developmental studies courses based on seniority and tenure within the department. (p. 16)

Roueche and Kirk (1973) further indicated:

Because of the absence of discussion and exchange of ideas among instructors the program lacked direction, a common philosophy, and administrative leadership. Counselors, already overloaded with students and inured to assembly-line practices in processing students, were indisposed to provide extra time, understanding, encouragement, and special skills necessary for working with high-risk students. (p. 11)

In 1972 Roueche and Kirk elaborated on four somewhat different developmental studies programs they evaluated as being effective. The researchers defined effectiveness in terms of the student's persistence in college and academic performance. Later they described several characteristics of the successful programs they evaluated. Successful developmental studies programs appeared to be those that considered both the students' attitudes and the students' academic skills. In these programs the development of positive attitudes was considered as important as improvement of the academic skills. Programs that dealt with only the cognitive domain appeared to be less successful (Roueche and Kirk, 1973).

### Statement of the Problem

Losak, Jefferson, and Sutton (1970) suggested there were at least four identifiable subgroups within the population selected for developmental studies work. There were: (a) students with low achievement but high levels of potential, (b) students with low achievement associated with psychopathology, (c) students with low achievement associated with mild dysfunctioning of the central nervous system, and (d) students with low achievement associated with low intelligence (as measured by standardized instruments). This study did not differentiate between the four subgroups, but did attempt to implement some successful strategies used with all subgroups.

Developmental studies programs appeared to be least successful in assisting students with low achievement associated with either psychopathology or mild dysfunctioning of the central nervous system. A pilot study conducted by Losak (1970) lent some support to the hypothesis that counseling and psychotherapy were often helpful to students exhibiting low achievement associated with psychopathology.

The programs appeared to be more successful either in assisting students with low achievement but high levels of potential (as assessed by individual tests of intelligence) or in assisting students with low achievement associated with low intelligence.

A national survey reported by Cross (1971, p. 27) indicated that developmental studies personnel ranked low intelligence as the least important of seven variables as the major obstacle to learning of the low-achieving student. "Lack of effort, has quit trying," ranked first.

High-risk students enrolled in college were characterized with certain negative attitudes. For the purpose of this study these attitudes were: (a) a negative attitude toward academic achievement in the community college, (b) a negative attitude toward receiving individual help to achieve personal goals in the community college, (c) a negative attitude toward peer social acceptance at the community college, (d) a negative attitude toward the developmental studies program, and (e) a negative attitude toward developmental studies teachers. Knoell, in her study (1969), described these negative attitudes as a certain resentment which helps keep the high-risk student in a state of disadvantage.

Another characteristic exhibited by high-risk students was limited oral communication skills which reinforced the negative attitudes. In a 1965 study, Welsh indicated that many high-risk students were unable to express their feelings and ideas appropriately and accurately. This inability created anxiety for them when they were placed in a position of wanting

to communicate their needs. Monroe (1972) suggested that this was one reason why some students did not approach teachers when they needed assistance. Roth (1970) implied that this was the reason why many high-risk students hesitated to develop relationships with their more articulate peers. From this the non-traditional student developed negative attitudes toward teachers and developed a feeling of being an isolate or the only student with a nontraditional background (Roueche and Kirk, 1973).

Successful developmental studies personnel have claimed they can remove the major obstacle to learning by changing high-risk students' negative attitudes. They have also claimed they can provide high-risk students with quality educational experiences. These claims were reinforced by the findings of the Roueche and Kirk (1972) report which indicated that some developmental studies programs were successfully dealing in both the cognitive and affective domains with their students.

The general pattern for most successful programs was the incorporation of special strategies into the various developmental studies courses to enhance attitude change along with building academic skill improvement. Both were developed throughout the program so that by the time students left the program their attitudes were changed and their academic skills refined.

Assuming the changes of student attitudes is a necessary component in a developmental studies program, then early attention would appear to be advantageous. Although Clarke (1972) stressed the need for high-risk students to receive extra attention at the beginning of their college career, a literature search indicated that little effort had been made to meet these needs. She included a change in attitudes, improvement of oral communication skills and development of interpersonal relationships among the needs to be met.

The problem was the need to offer an opportunity for high-risk students to improve their communication skills and develop certain interpersonal relationships as a means to alter certain negative attitudes. Appropriately, this needed to be done as early as possible in the high-risk students' college experience

#### Purpose of the Study

There was an inherent assumption in successful developmental studies programs that the students' negative attitudes must be taken into account in the program. According to Roueche and Kirk (1973),

while traditional instructors consider themselves subject-matter specialists, this appellation not fit the faculty included in our study. These teachers are very concerned with developing good attitudes in their learners. (p. 4)

The Carnegie Commission on Higher Education (1970) strongly recommended that in addition to community colleges providing developmental studies programs which are flexible and responsive to the individual student's needs, there also exists the need for continual study and evaluation of innovations in developmental studies programs.

One such innovation in developmental studies would be a supplemental orientation program. Clarke (1972) expressed the opinion that the high-risk students needed an extended period of time to adjust to the community college. She states two reasons: "(1) They were less familiar with the formal atmosphere of the community college, and (2) they were reluctant to ask questions for fear of betraying their lack of information" (p. 40). Monroe (1972) asserted that high-risk students do not seek help because they were suspicious of teachers. They perceived the college professor as an often overly erudite individual with whom they could not communicate.

O'Banion (1972) suggested that when orientation occurred was probably not as important as how it occurred. He stated "it should be designed to meet special needs of special groups of students" (p. 54). This study was designed to meet the special needs of the high-risk students at the beginning of the college experience.

For the purpose of this study the term "supplemental orientation program" was used to describe the special events held prior to and immediately after the beginning of the high risk freshmen's first quarter of college work. It was an adjunct component of the regular community college orientation program. According to O'Banion (1971) regular community college orientation:

is helping students learn about college and about themselves . . . is a continuous process that should begin in high school through articulation conferences and continue through conferences designed to help students prepare for transfer to universities or to jobs in the community. (p. 54)

A supplemental orientation program allowed time at the beginning of the high-risk students' college experience to examine attitudes and skills which have inhibited achievement of their educational goals. The program experiences were then able to reinforce the new attitudes and allow continued improvement of the appropriate skills.

Clarke (1972) cautioned that the extra orientation should remain supplemental to the regular school orientation program. "A separate orientation program would accentuate the students' differences and defeat the purpose of the orientation" (p. 40). To insure this approach all possible effort was made not to segregate the supplemental program students.

Accordingly the purpose of this study was to determine what effect a supplemental orientation program had on eligible students enrolled in the developmental studies program. The objective was to measure effectiveness in terms of changing students' attitudes. Strategies used were small group counseling, peer counseling, along with oral communication and interpersonal relationship development.

More specifically, this study was designed to answer the following question:

What effect does a developmental studies supplemental orientation program have on high-risk students' attitudes toward

1. academic achievement in the community college,
2. receiving needed individual help to reach personal goals at the community college,
3. peer social acceptance at the community college,
4. the developmental studies program, and
5. the developmental studies faculty?

The effectiveness of the program was examined across time according to the following factors.

1. Total group
2. Sex
3. Race
4. Co-facilitator assignment



### Significance of the Study

The literature review suggests that in successful developmental studies programs the counseling and instructional personnel work on changing students' negative attitudes and improving their oral communication skills. These two problem areas are given a high priority along with regular cognitive course work associated with the program. Traditionally, strategies have been incorporated into the course work to change attitudes and improve communication skills.

A major significance of this study is the timing of the emphasis placed on changing students' attitudes and improving students' communication skills. The supplemental orientation program was designed to emphasize attitude change and oral communication improvement at the beginning of the students' college experience. This approach allowed the strategies incorporated into the developmental studies experiences to be used to reinforce the changed attitudes and to encourage oral communication improvement. This further enhances the students' chance for success in the developmental studies program.

### Definition of Terms

For the purpose of this study, the following terms are defined according to their intended meaning in the investigation.

Attitude. Specific feeling, manner or a disposition that high-risk students have toward a person or thing. In this study attitudes (a) toward academic achievement in the community college, (b) toward receiving individual help to reach personal goals at the community college, (c) toward peer social acceptance at the community college, (d) toward the developmental studies program, and (e) toward the developmental studies faculty were measured by specific scores on the attitude questionnaire.

Co-facilitators. A team consisting of one developmental studies faculty member and one peer counselor trained in the specific techniques to lead the selected small group experience used in the supplemental orientation program. Their role in the group counseling experiences was neither authoritarian nor abdicative but was a kind of influencing role. They helped the events happen in the small-groups counseling sessions.

Community College. A two-year post-secondary public college, offering both transfer and career programs.

Developmental studies program. An educational program of specific and extra services designed to offer the unprepared students various learning situations and to prepare them for

regular college work. The term "developmental studies" will be used interchangeably throughout the study with the following words: special, guided, basic, and compensatory programs.

Eligible students. High-risk students meeting the requirements for selection in the study sample. Those requirements included enrollment for 12 college credit course hours, taking all day time courses, enrolled in at least two developmental studies courses, being a first quarter freshman, volunteering and being enrolled in the regular college orientation course.

High-risk students. Educationally disadvantaged students whose potential for failure in college was extremely high because they lacked exposure to bonafide learning situations. Factors used to determine educationally disadvantaged students were low standardized test scores, low high school grades, low motivation, poor reading and communication skills, and poor study skills. The term "high-risk" was used interchangeably throughout the study with the following words: developmental, nontraditional, nonachievers, and "new" students.

Limited skills. The lack of expertise in specific areas that keep many high-risk students from achieving social, educational or personal goals. This study was interested in improving oral communication skills to develop interpersonal relationships between program students and program faculty, peer counselors and other program peers.

Oral communication. The conscious verbal or non-verbal sharing of ideas, thoughts, and feelings between persons to the end that the intended messages are mutually understood.

Peer counselors. Former developmental studies students who had successfully completed the developmental studies program and who were in their second year at the community college in regular college curriculums. They were trained by professional counselors to help first year high-risk students with tutorial and adjustment assistance. The term "peer counselor" was used interchangeably throughout the study with the following word: paraprofessional.

Supplemental orientation program. A ten-hour component of the developmental studies program designed to change specific students' negative attitudes. The component consisted of two four hour meetings held on consecutive days prior to the beginning of the quarter and two one hour reinforcement meetings held during the first two weeks of the school quarter. The developmental studies component was a segment of the total community college orientation program. The term "supplemental orientation program" was used interchangeably throughout the study with the following term: supplemental program.

### Limitations of the Study

Some of the limitations were implicit in research. Others were due to the nature of the study. They are summarized here to alert the reader to the parameters discussed in later chapters.

1. The study used only one community college.
2. The study used only full-time, day, high-risk students.
3. The community college had a separate developmental studies department and program.
4. The study did not discriminate among the various types of high-risk students.
5. The subjects were volunteers.
6. The students received limited course credit in the regular orientation course for participating in the supplemental orientation program.
7. There was a small number of students (N=39) involved in the study.

### Organization of the Remaining Chapters

Chapter 1 presented the background of the study, statement of the problem, purpose of the study, significance of the study, definition of terms, and the limitations of the study. In Chapter 2 a review of related research and literature is discussed

in the following areas: high-risk students' characteristics, attitudes and limited skills; developmental studies program ineffectivenesses; successful programs and recommendations; successful components of the programs; orientation programs and orientation strategies. The research design, population, sample, treatment, co-facilitators training, and instrumentation are included in Chapter 3. Chapter 4 is designed to present the results of four evaluation instruments. They included the attitude questionnaire, follow-up questionnaire, a co-facilitators training evaluation and the co-facilitators opinions toward the supplemental orientation program. In the final chapter (5) the discussion, conclusions and recommendations are presented pertaining to the study.

## Chapter 2

### RELATED RESEARCH AND LITERATURE

This chapter contains a review of the literature and research on significant characteristics, attitudes and skills of high-risk students, unsuccessful and successful programs designed to assist the students, orientation program innovations and orientation strategies. The sequence of subsections was designed to show the development of the study to assist high-risk students to adjust to the developmental studies program. The use of the supplemental orientation program and required strategies show how and why this approach was needed for these particular community college students.

#### Characteristics, Attitudes and Skills

Although the writers did not agree on all the basic characteristics that high-risk students exhibited, they did agree that the students appeared to have one or more similar significant characteristics. There were several summaries on the basic social, economic and psychological characteristics of the high risk students (Gordon and Wilkerson, 1966; Roueche, 1968; Cross, 1971;

and Monroe, 1972) and later literature did not appear to refute them. In 1971 Cross concluded that the high-risk student was characterized by:

1. Scoring in the lower third in academic ability; having remained in the bottom third of the class throughout the formative years
2. Being severely deficient in basic skills, i.e., language and mathematics
3. Having poor study habits
4. Being weakly motivated, lacking home encouragement to continue in school
5. Having unrealistic and ill-defined goals
6. Representing homes with minimal cultural advantages and minimal standards of living. (p. 1-17)

In 1972 Roueche and Pitman added:

1. They are the first of their families to attend college
  2. They lack self confidence in relations with instructors
- (p. 4-5).

Along with these basic characteristics, Roueche and Kirk (1973) stated several negative attitudes and limited skills that inhibit these students from achieving their educational goals. Several other studies supported these findings. The attitudes were listed with supporting materials from other reports.



1. A negative attitude toward academic achievement in the community college (Barrett, 1957; Roth, 1970; Baker, 1971).

The community college high risk student, then . . . asks to be taught but does not really believe he can learn because he has experienced a lifetime of academic failures (Kirk and Roueche, 1973, p. 70).

2. A negative attitude toward receiving needed help at the community college to achieve desired personal goals (O'Banion, 1972; Monroe, 1973).

It must be the role of all members of the educational enterprise--faculty, administrators, and fellow students to help these students overcome those controllable factors that inhibit their progress in realizing their goals (Johnson and Turner, 1974, p. 58).

3. A negative attitude toward school (Barrett, 1957, Riessman, 1967; Brawer, 1971; Cross, 1971; Losak, 1972; Monroe, 1973).

The culturally disadvantaged student has all too frequently given up hope for the future. Frustrated by the school's demands and by its repeated punishment (and lack of reward) he sees little relevance in present day school . . . (Berg and Axtell, 1968, p. 9-10).

4. A negative attitude toward peer social acceptance in school (Gordon and Wilkerson, 1966; Witherspoon, 1967; Moore, 1970; Roueche, 1968; Roueche and Kirk, 1973).

In addition to their faulty achievement, they take little part in family intercourse, engage in social activities more than the achievers, but they are less accepted by their peer group, date less, and are less popular . . . . in general, underachievers feel socially inadequate. (Roth, 1970, p. 8)

5. A negative attitude toward counselors (Berg, 1965; Haettenschwiller, 1971; Kirk, 1972; Moore, 1970; Roueche, 1968).

More than 40 percent (present developmental studies students) were either undecided about or dissatisfied with the help they received from counselors . . . . (Kirk and Roueche, 1973, p. 57)

6. A negative attitude toward instructors (Dispenzeri, 1971; Kirk, 1972; Morrison, Watson, Goldstein, 1975).

Disadvantaged students and parents are often suspicious of intellectuals, referring to them as "eggheads" . . . and especially the overly erudite, scholarly teacher. (Monroe, 1972, p. 109)

7. A negative attitude toward the developmental studies program (Knoell, 1968; Moore, 1970)

However, some of the colleges surveyed were struggling to overcome minority charges of "racist program" or "dual-end curriculum" and in recent years the enrollment of minority students in special programs at those schools has declined steadily. (Kirk and Roueche, 1973, p. 73)

Researchers have noted that certain limited skills reinforced or were caused by the attitudes the high-risk students display. These limited skills included:

1. An inability to express their feelings appropriately and accurately (Walsh, 1965; Morgan, 1970). In studies by Templin (1957) and Thomas (1962), in which the variable studied was the number of words used per remark, lower socio-economic group children showed a mean of 5.6 words per remark and middle-class children showed a mean of 6.9 words per remark. The language of lower-class youth was described as restricted in form, as serving to communicate signals and directions, and as tending to confine thinking to a relatively low level or repetitiveness (Bernstein, 1961). The language of middle- and upper-class youth is described by the same investigator as elaborated in form, serving to communicate ideas, relationships, feelings and attitudes. Deutsch (1963) and Hilliard (1957) noted that differences in language associated with social class tended to increase with the age of the child.

2. An inability to comprehend many written course materials appropriately and accurately (Brawer, 1971; Capper, 1969; Moore, 1970; Roueche, 1968). Studies on the reading levels of the disadvantaged student tended to report consistently the same degree of incompetency to read with understanding (Monroe, 1972). "Inability to read was responsible . . . for the larger percentage or mortality in college" (Kandall, 1965, p. 61).

3. A minimum understanding of what college requires or what opportunities it offers (Charles, 1967; Knoell, 1968).

High risk students were less familiar with the formal atmosphere of the community college. They were less apt to explore the unfamiliar environment. They were uncomfortable in the presence of so many unknowns (Clarke, 1972, p. 40).

Cross (1971) questioned the administrators of developmental studies services in two-year colleges on what they perceived to be the major obstacle to learning for low-achieving students. Their rankings in order of priority were as follows: (a) lack of effort, had quit trying; (b) poor home background; (c) poor elementary and secondary schooling; (d) fear of failure; (e) more interested in nonacademic matters such as cars, sports, job; (f) the necessity of a job preventing time and energy for study; and (g) low intelligence.

High-risk students appear to have similar characteristics, negative attitudes, and limited skills that hinder their learning. To aid the community colleges "new students" achieve their educational goals, special programs were developed.

#### Developmental Studies Program

Although there has been a great influx of high-risk students on the college scene, prior to 1972 there were several national, regional and state surveys which documented the inability of

colleges and community colleges to provide effective programs for these students. Various studies used different measures of effectiveness such as: persistence, academic performance, program completion, or completion of two years of study in college. Schenz (1964) reported that 91% of the community colleges admitted low-ability students, but only 20% provided any special curriculum. Other studies reported basically the same findings (Berg and Axtell, 1968; Bossone, 1966; Ferrin, 1971; Gordon and Thomas, 1969; Gordon and Wilkerson, 1966; Roueche, 1968; Schafer, 1970). In their study, Kendrick and Thomas (1970) remarked that:

. . . research on the intensiveness and effectiveness of compensatory programs and practices has been limited in quality and scope. Yet, even with the paucity of evaluative studies, it is safe to note that evidence points to the conclusion that existing compensatory programs and practices have made little impact in eradicating the problems of disadvantaged college students, nor have the majority of colleges accepted this area as their role. (p. 71)

Studies by Blocker and Snyder (1970), Chalghian (1969), Gold and Ludwig (1969), and Heinkel (1970) indicated that while some programs for high-risk students had produced favorable results when compared to control groups of low achieving students, the persistence rates and academic performance levels for these same students after they left the special developmental studies programs and entered regular college credit programs was still

Blocker and Snyder (1970), in a study of Harrisburg Area Community College developmental studies students, found that between 33 to 40% of the students achieved at least a C average for the cumulative period of attendance and only 27% received an associate degree.

A study by Kirk (1972) of remedial programs for high-risk students in selected urban junior colleges showed an increasing effectiveness of developmental studies programs in regard to students finishing the program. The study did, however, reveal the relative ineffectiveness of special programs for high-risk students after they exited the program. The "transfer shock" back into the regular traditional college credit programs was too much for these students. Moore (1970) insisted that:

. . . the odds are that the remedial student will not be any better off academically after his college experiences than he was before he had the experience. (p. 3)

Finally, in 1972 Roueche and Kirk conducted a study to assess the effectiveness of innovative programs for high-risk students at four community colleges with somewhat different approaches to remedial education. For the purpose of that study:

Each program was described in terms of organizational structure, subject matter content, instructional strategies, counseling services, philosophy and objectives, grading practices and student selection criteria. Effectiveness was assessed in terms of student persistence (number of semesters of full-time enrollment) and academic performance (grade point average) for both program and control group students. Both groups of students were stratified according to ACT scores, race-ethnic groups, and academic year. General conclusions were (1) high risk students in special programs tend to persist to a greater degree and achieve academically at a higher level than comparable high risk students in regular programs; (2) there is an indication that each year academic performance and persistence rates of high risk students in special programs are increasing; and (3) minority group students tend to persist and achieve academically to a greater degree than majority group students. (Roueche and Kirk, p. i).

Roueche and Kirk (1973) in their book Catching Up:

Remedial Education described the 1972 study and offered several recommendations to be considered when designing a developmental studies program. The recommendations included the following:

1. The community college should emphasize and work to achieve its goal of serving all students in the community . . . .
2. Only instructors who volunteer to teach nontraditional students should ever be involved in developmental studies programs . . . .
3. A separately organized division of developmental studies . . . should be created with its own staff and administrative head . . . .
4. Curriculum offerings in developmental programs should be relevant . . . .

5. Regular college curriculum offerings should be comprehensive . . . .
6. All developmental courses should carry credit for graduation or program certification . . . .
7. Grading policies and practices should be non-punitive . . . .
8. Instruction should accommodate individual differences and permit students to learn and proceed at their own paces . . . .
9. The counseling function in developmental programs must be of real value to students . . . .
10. Efforts should be made to alleviate the abrupt transition from developmental studies to traditional college curricula . . . .
11. Once programs are established, effective recruiting strategies should be developed to identify and enroll non-traditional students. (pp. 82-91)

Several studies indicate that when the community colleges attempted to develop special programs to aid high-risk students achieve their educational goals they are often less than successful. In 1972, Roueche and Kirk examined four programs and evaluated them as effective. Effectiveness was defined in terms of the students' persistence in college. In the effective programs they noted some similar characteristics.



Characteristics of Effective  
Developmental Studies Programs

Roueché and Kirk (1972) concluded their investigation by stating that effective programs have several common denominators, and identified them. The common characteristics were:

1. Faculty--volunteers who have high expectations for their students . . . . They were honest and open human beings with a total commitment to helping students be successful . . . . These teachers were very concerned with developing good attitudes in their learners.
2. Instruction--No single instructional method was common to all the programs . . . . Most of the teaching strategies used in the programs actively involved the students in the learning process. Audio-tutorial instruction, packaged instruction, tutoring (both student and faculty) and measurable objectives were common instructional elements in most of the programs surveyed.
3. Self-Concept Development--Several programs were endeavoring to develop three behaviors in their students: the ability to recognize and appreciate their own unique talents and abilities; the ability to establish meaningful and lasting human relationships; and the ability to perceive themselves as worthy and valuable human beings . . . .
4. Program Image--The maintenance of a positive image was of crucial importance in reaching those students that the programs were designed to serve . . . . Constant evaluation and public dissemination of student retention, achievement, and attitudes were essential to such positive image development.

(p. 72)

5. Counseling--At several colleges, developmental education was approached as "team" enterprise, and every team had at least one professional counselor . . . . Their role included individual counseling (Tennyson, 1958), group counseling (Clarke, 1972), and becoming an effective communicator with students, parents and high school employers about the effectiveness of the program (Moore, 1970) . . . . Counseling was likely to be most effective and best regarded by students when the perceived purpose of such activity was student self-development. (p. 74)
6. Institutional Commitment--A common factor in all colleges studied was a strong commitment to the developmental studies programs. Not only were campus presidents aware of and able to talk intelligently about the objectives and design of these programs, but they were frequently the creators or originators of such efforts for non-traditional students. They commit their own institutional resources to their programs and not just federal funds. (p. 74)
7. Separate Program--the most controversial aspect relating to the program structure . . . . Some successful programs studied were separate programs and other studied were not . . . . Burlington County College at Pemberton, New Jersey, was an example of a successful developmental studies program which was not a separate organized program. . . . El Centro Community College was an example of a successful separate program . . . . It may be the period of time required by some programs to establish a positive identity . . . . Instead of a separate program what is probably needed is an entire community college built around the assumptions that have produced such successful developmental studies programs . . . . (pp. 65-79)

This section dealt with the one study which summarizes the characteristics of a successful developmental studies program. Other articles or books dealing with the aspect of the special programs draw upon the Roueche and Kirk study (1973).

To enhance the student's chance for success in the developmental studies programs, the incoming freshmen should be exposed to success characteristics incorporated in the program as early as possible to enhance student achievement. One method would be through the orientation used at the institutions.

### Orientation

On the basis of a national survey, Kronovet (1969) estimated that 92% of the nation's colleges and universities offer some kind of formal orientation program for new students. These programs ranged from a one day session (1%) to a number of sessions (20%) or a regular course (15%) extending through at least the first term.

Orientation was divided into two types of programs. One was the formal orientation course which usually lasts one semester or quarter. The other was a short term program provided during the summer or during a period immediately preceding registration (Chandler, 1972).

The term "orientation" when used in connection with higher education is one of those over used terms connoting a variety of emotional and cognitive images among both its administrators and recipients. So much has taken place under the banner of orientation that its precise definition is elusive at best (Butts, 1971).

Although the writers do not agree upon one definition (Bennett, 1963; Monroe, 1972; and Witherspoon, 1967). O'Banion's (1971) definition appeared to be the most appropriate for this study. This definition was related to orientation that should occur in a community college. According to O'Banion (1971) community college orientation:

. . . is helping students learn about college and about themselves--is a continuous process that should begin in high school through articulation conferences and continue through conferences designed to help students prepare for transfer to universities or to jobs. (p. 54)

For the purpose of this study the term "supplemental orientation" was used to describe the special events held prior to, and immediately after the beginning of the high-risk freshmen's first quarter of college work. It was a supplemental component of the regular community college orientation program which complied with O'Banion's (1971) definition.

In the book Student Developmental Programs in the Community Junior College O'Banion (1972) states: "when orientation occurs is probably not as important as how it occurs" (p. 70) and offers several examples to show "how." He pointed out that some colleges provided special seminars for special groups of students and gives as examples off-campus students, career students, high-risk students. In the same book Clarke (1972) reinforced the special programs approach by indicating the regular orientation period

which was usually sufficient for other students should be extended for a longer period of time for high-risk students. She further stated: "it should be supplemental to the regular orientation program, because to do otherwise would accentuate their differences and defeat the purpose of orientation" (p. 40).

The fact that the orientation programs in the selected urban community colleges were not supplemental but instead replacements for the regular college orientation programs may have explained certain results obtained in Kirk's study (1972). According to the findings, 40% of the high-risk students in the separate orientation programs expressed indecision or dissatisfaction toward the orientation they received.

El Centro Community College, Dallas, Texas, exemplified a successful developmental studies program (Roueche and Kirk, 1972). They offered a special supplemental orientation program to meet the specific needs of their high-risk students. It was a day of special activities held prior to the beginning of school. The orientation program was designed to give developmental studies students the opportunity to assess their own abilities, select their courses on the basis of their perceived abilities and to register for their courses. The day was divided into several parts.

1. Introduction--a brief welcome and a fifteen minute multi-media slide presentation
2. Peer-faculty relationship building--small group of program students with a counselor and peer counselor going through some get acquainted activities
3. Testing--four tests the students took and scored themselves:
  - a. Nelson-Denny Reading
  - b. SCAT Verbal
  - c. DAT-Language Usage-Grammar subtest
  - d. Survey of Interpersonal Values
4. Self-Assessment--students recorded their scores and used their own perceptions in making course selections
5. Registration--registered for their courses

In the article "Identification and Diagnosis of Disadvantaged Students" appearing in the February issue of Junior College Journal (1970) Clarke and Ammons reported on their study of over 1600 first-time-in-college graduates of Florida high schools who entered St. Petersburg Junior College, Florida. The instruments used for gathering data measured areas of both the cognitive and affective domains. The cognitive instruments (The Florida Twelfth Grade Statewide Testing Program and SCAT) were chosen to determine the levels of academic achievement upon entering college, while the affective instruments (How I See

Myself Scale, Social Reaction Inventory [RSI], and Study of Values [AVL]) were selected to determine the students' self-concept and value positions at that time. Based upon the findings the researchers noted the following recommendations for curriculum and instruction planning:

1. The junior college curriculum should include provisions for developing special programs for disadvantaged students based upon their special needs in the areas of the cognitive and affective domains . . . .
2. The junior college curriculum planners should place special emphasis upon developing teaching strategies to fit the needs of a diverse student population . . . .
3. Teaching strategies should take into consideration the need for developing positive feelings toward self and the environment--especially the school environment . . . .
4. Curriculum planning to fit the above recommendations would involve teacher-training with emphasis upon new and creative ways of teaching in the junior college. (Clarke and Ammons 1970, p. 17)

Clarke and Ammons (1970, p. 17) suggested that developmental studies teachers need to place special emphasis upon developing teaching strategies to fit the needs of a diverse student population. This included special strategies for a supplemental orientation program.

### Orientation Strategies

A special strategy designed to assist developmental studies students in attitude change and oral communication improvement was group counseling. Group counseling was defined by Burke and Pate (1969) as:

A procedure in which a counselor tries to help a group of basically normal persons to achieve greater self-understanding, self acceptance, and resolution of essentially developmental concerns. Techniques employed may include (but are not necessarily limited by) discussion and role-playing with emphasis upon attitude and opinions. Group counseling is oriented primarily toward the present and the future as opposed to the past. Emphasis is upon optimal use of one's present resources. (p. 11)

Roueché and Kirk (1973) emphasized the need for group interaction by developmental studies students. They stated:

Small group discussions and individual interactions on a one-to-one basis are particularly effective in allowing students an opportunity to see that they are not the only ones with "nontraditional" or "disadvantaged" backgrounds. These tactics help students relate with others in the program as peers. Group acceptance in these sessions is a positive step toward the development of more positive self-concepts. These gatherings furnish both teacher and students with opportunities to reinforce others in the group and thereby develop more acceptable behavior. (p. 70)

In a study of sixty low-achieving college students at Illinois University, Dewese (1959) investigated the advantages of group counseling versus a remedial reading course in influencing the students' academic achievement and personal



adjustment to college. Selection criterion was a score on Part III of the Ohio State Psychological Examination below the 34th percentile rank. Three groups were formed in the study. One group experienced group counseling for their first semester. A second group was given remedial reading instruction. A third served as a control group. The main conclusion was that group counseling seemed to provide more help for the predicted low-achieving college freshmen in their achievement than did the remedial program or the general college program.

Many studies indicated that group counseling was an effective technique with high-risk student groups (Monroe, 1972; Moore, 1970, Roueche, 1968). Some studies reports were less enthusiastic. Billups in 1970 reported on a study that compared the effects of group counseling and group guidance (information giving) orientation course procedure in the adjustment, attitudes and achievement of 181 Foundations English students. The study was conducted at John Tyler Community College, Chester, Virginia, during the fall quarter of 1969. Criterion measures were the Bell Adjustment Inventory, the Brown-Holtzman Survey of Study Habits and Attitudes, grade point average (GPA) and the Thomas Writing Skills Test (WST). The results indicated that orientation by group counseling seemed to be no more effective ( $p > .05$ ) than orientation by group guidance for the developmental students, in terms of their adjustment, attitudes and achievement as measured by the criterion measures used in the study. The study did

show that group counseling orientation procedures seem to have fostered a better student-counselor relationship than did the group guidance orientation procedure since significantly more ( $p < .0001$ ) students in the group counseling treatment sought individual counseling.

Another special strategy incorporated in successful developmental studies programs was the use of trained peer counselors. Roueche and Kirk (1973) described the need for paraprofessionals' involvement with a developmental program. They suggested:

. . . . that older students who have completed the developmental studies program be used and serve as living examples of successful students. These students "understand" the language, frustrations, and fears of the entering student and, perhaps most importantly, are able to communicate openly and honestly with him. (p. 67)

Extensive evidence has been presented concerning the effectiveness of paraprofessional counselors on school and college campuses (Brown, 1972; Cowen, Zax and Laird, 1966; Persons et al., 1973). Many writers have reported the meaningful contributions made by selected paraprofessionals and have stressed the unique advantages of using them, under supervision, in almost all aspects of the counseling process (Carkhaff, 1969; Delworth, Sherwood and Casaburri, 1974; Gordon, 1965; Reiff, 1966; Reiff and Reissman, 1965). Other writers have warned about

the practical and legal dangers of lowering professional standards and have recommended that paraprofessionals be restricted to routine duties that will free professionals from clerical and other menial tasks (Odgers, 1964; Patterson, 1965; Rosenbaum, 1966; and Schollossberg, 1967).

In 1973, Steenland reported on two surveys of counseling center directors and the paraprofessional's role in their programs. They approved such paraprofessional activities as advising and tutoring disadvantaged students, providing personal-social-academic orientation for beginning freshmen, counseling students with study skills problems, staffing a crisis hotline telephone service, and operating a drop-in advising service on college adjustment problems. However, most of the counseling center directors indicated strong disapproval for using paraprofessionals to counsel students with sexual difficulties, marriage problems, or pathological symptoms.

Brown, Wehe, Haslam, and Zunker (1971) investigated the effectiveness of paraprofessional counselors on the academic adjustment of potential college dropouts. In that study paraprofessional counselors provided academic adjustment counseling to 124 beginning freshmen identified as potential dropouts. Subsequently, 111 of the counseled freshmen were matched with a control group of 111 potential drop-outs who were denied the

counseling. Students in the two samples were on four indexes of counseling outcomes: (a) pre-post counseling scores on the Survey of Study Habits and Attitudes, (b) pre-post counseling scores on the Effective Study Test, (c) post-counseling scores on the Study Skills Surveys, and (d) first semester grade averages. The counseled group was found to be significantly higher in all four criterion measures.

In another study (Zunker and Brown, 1966) four professional and eight paraprofessional counselors completed identical 40-hour training programs. A sample of 160 beginning freshmen, 80 males and 80 females received academic adjustment counseling from same-sex counselors with paraprofessionals counselors giving equivalent counseling to all other beginning freshmen. The paraprofessional counselors were found to be as effective as the professional counselors on all criteria of counseling effectiveness. Furthermore, freshmen counseled by paraprofessionals made significantly greater use of the information received during counseling, as reflected by first semester grades and residual study problems. Finally questionnaire responses clearly revealed the peer-counseled freshmen to be more satisfied with the counseling they had received.

Two successful strategies incorporated into the supplemental orientation program were group counseling and peer counselors. Both strategies appeared to be proven techniques of meeting the needs of the incoming high-risk freshmen.

### Summary

High-risk students have several similar characteristics, attitudes and limited skills which inhibit the achievement of their desired educational goals. To aid these students, community colleges offer developmental studies programs. The purpose of these programs was to prepare high-risk students to do regular college course work. Until recently, national, state and local evaluations have shown these programs were not very successful. Roueche and Kirk (1973) evaluated four somewhat different programs as effective according to the criteria of student persistence and grade point average. Based upon these results the two authors (1973) offered a list of components found in successful programs. Successful programs appeared to be programs which considered both the students' attitudes and the students' cognitive skills. The students' negative attitudes and limited skills should be dealt with early in the school year so a special program was designed. Two strategies implemented into the supplemental orientation program were the group counseling technique, along

with the use of faculty and peer counselors. The main purpose of this program was to alter students' negative attitudes and improve limited skills.

## Chapter 3

### METHODOLOGY

This chapter, primarily concerned with the research of design of the study, is divided into sections which describe the general design, the population of the developmental studies program at John Tyler Community College from which the sample was taken, the supplemental orientation program which was the treatment and the evaluation instrumentation. The selection and training of the co-facilitators who delivered the treatment is also discussed.

#### Design

The purpose of the study was to describe the effectiveness of a developmental studies supplemental orientation program in changing specific attitudes of high-risk community college students. The specific attitudes were: (a) toward academic achievement in the community college, (b) toward receiving needed individual help to reach personal goals at the community college, (c) toward peer social acceptance at the community college, (d) toward the developmental studies program, and (e) toward the developmental studies faculty were selected as criteria to evaluate the program. For statistical analysis a validated attitude questionnaire was administered as a pre-, post- and post posttest to the volunteer

subjects. The questionnaire was used to check change in students' attitudes during and after the program. The posttest was used to allow for the delayed effect of the treatment. A multivariate analysis of variance repeated measures design (MANOVA), was used to determine significant total group trends. The MANOVA also measured the factors, sex, race, co-facilitator assignment across time to determine their effects on the five specific attitudes. Sex, race and co-facilitator assignment were between subject factors and total group was a within subject factor. Each variable (attitude) was measured in three ways: (a) the interaction of sex, race or co-facilitator assignment with time, (b) total group as the main effect and (c) the factors sex, race or co-facilitator assignment as a main effect.

A follow-up questionnaire was administered at the end of the fall quarter to determine if students attributed attitude changes to their participation in the supplemental orientation program. Some items on the follow-up questionnaire were used for student evaluation of the supplemental program.

The major assumption underlying this study was that the treatment group would show a change of attitude in the five selected areas immediately after the supplemental orientation program. Further, the positive attitudes would continue to develop through participation in the developmental studies program.



Table 1 shows the major components of the supplemental orientation program. The major components include the relationship of program to the fall quarter; amount of time expended; training, treatment, and testing composite; and group(s) involved.

### Population

The study was conducted at John Tyler Community College, Chester, Virginia. This is a two-year institution (one of twenty-three in the Virginia Community College System) offering both transfer and career programs. The school is a commuter school, with no resident dorms on campus, located ten miles south of Richmond, the State Capital of Virginia (population 249,431). Students who attend the community college come from a variety of social economic backgrounds. There are students from the ghettos of South Richmond and other smaller cities (population 5,556 to 36,103) south and southeast of the school, students from the suburbs surrounding the school and students from the rural counties southeast and southwest of the school.

In 1975 John Tyler Community College experienced a 35% increase in enrollment over 1974, bringing the total head count to 3,052 students (statistics from admissions office). The total count broke down to 1,090 full-time students and 1,962 part-time students or nearly a 2 to 1 ratio of part-time to full-time students.

Table 1

## Supplemental Orientation Program Schedule

Dates	Amount of Time	Program Components	Group(s) Involved
July 31-August 1	28.5 hrs.	Co-Facilitator Training <sup>a</sup>	Co-facilitators (N=10) Trainers (N=2)
August 1	15 mins.	Co-Facilitator Training Evaluation <sup>b</sup>	Co-facilitators (N=10)
September 3	3 hrs.	Co-Facilitator Training <sup>a</sup>	Co-facilitators (N=10) Trainers (N=2)
September 4	15 mins.	Pre-Test (Attitudes) <sup>b</sup>	Total Sample (N=39)
September 4 & 5	8 hrs.	Supplemental Orientation	Co-facilitators (N=9) Individual Small Groups (N=4)
September 12	4 hrs.	Regular Orientation <sup>c</sup>	All incoming freshmen (N=400)
September 16		CLASSES BEGIN - FALL QUARTER	
September 16-19	1 hr.	Supplemental Orientation: Reinforcement Meeting #1	Co-facilitators (N=9) Individual Small Groups (N=4)
September 22-26	1 hr.	Supplemental Orientation: Reinforcement Meeting #2	Co-facilitators (N=9) Individual Small Groups (N=4)
October 1	15 mins.	Posttest (Attitudes) <sup>b</sup>	Total Sample (N=39)
November 5	15 mins.	Post Posttest (Attitudes) <sup>b</sup>	Total Sample (N=39)
November 5	15 mins.	Co-Facilitators Program Evaluation <sup>b</sup>	Co-facilitators (N=9)
November 19	15 mins.	Follow-Up Questionnaire <sup>b</sup>	Total Sample (N=39)
November 21		CLASSES END- FALL QUARTER	
November 24-26		FINAL EXAMS - FALL QUARTER	

<sup>a</sup>Conducted by a Group Consultant and the researcher<sup>b</sup>Conducted by the researcher.<sup>c</sup>Regular orientation continued for 7 additional hours during quarter.

Two groups that showed the largest increase from 1974 enrollment figures were blacks and females. The black student population (N=880) comprised 29% of the total student body in 1975 with black enrollment making up 34% of the full-time students and 25% of the part-time students. The 1975 black student enrollment showed a 72% increase over the 1974 figures. The female student population (N=1,402) comprised 46% of the total student body in 1975 which broke down to 982 full-time female students and 420 part-time female students. Females showed a 31% increase in total enrollment from 1974 to 1975.

Overall John Tyler Community College could be described as a school which was experiencing a tremendous student growth rate. This was especially true among two of the minority groups: blacks and females. No accurate information was available about average student income or age, however, the admission records indicated that the majority of the student enrollment increase was caused by older individuals coming back into the traditional education system. The large increase of older individuals could possibly be attributed to the economic recession that was occurring throughout the area (unemployment 7.8%) and the return of many veterans (up 83% from 1974 figures).

Out of the total enrollment in the fall of 1975 there were 711 students enrolled in developmental studies courses (statistics from the admission office). Enrollment figures for the developmental studies courses included all part-time, full-time, first-year, second-year and special students taking one or more courses through the department.

School selection was determined by the similarity between the school's developmental studies program and the suggested guidelines of successful programs (Roueche and Kirk, 1973). The guidelines for successful developmental studies programs included: a volunteer faculty, a variety of instructional techniques incorporated into the course work, positive student self-concept development, striving for a positive program image, appropriate counseling offerings, institutional commitment to the program, and the establishment of a separate program.

Since the creation of the developmental studies program in 1970 the success rate among students has improved. In 1973 Tucker reported the success rate in mathematics (as measured by course completion) had climbed from 48.5% in 1970 to 87.5%. The report also pointed out gains achieved on the Nelson-Denny Reading pre-posttest had risen from a 9.6 grade level to a 11.7 grade level in 1973. In the same report the highest readability level of textbooks used in the various college

curricula was a 11.0 grade level (Tucker, 1973). When the textbook grade levels were reported with the Nelson-Denny posttest grade level, it strongly suggested the developmental studies students were prepared in the reading area when they left the program.

In the English and counseling area the components of success were also incorporated to develop a positive program (Tucker, 1974). In 1974, 78% of the students enrolled in the developmental studies English courses were completing the course objectives in two or less quarters and the dropout rate had declined 7% from the previous year. Through the counseling staff a course, Psychology 09, was offered with a different emphasis each quarter. One quarter the emphasis was placed on the improvement of the student's self-concept and in other quarters decision-making, problem solving and career exploration were stressed. Along with the course offerings the developmental studies counselor worked closely with faculty updating information on student characteristics and offered both individual and informal small group counseling to interested program students.

#### Sample

The sample for the study was drawn from the freshman in the class of 1975 who:

1. entered college for the first time in the fall quarter 1975,
2. enrolled in two or more developmental studies courses,
3. enrolled in the regular college orientation course,
4. enrolled as full-time students (12 quarter hours or more),
5. were taking all day-time courses,
6. volunteered for the treatment.

Not all eligible developmental studies students were offered the opportunity to participate in the supplemental program. The final enrollment figures indicate there were 137 eligible students but at the time the supplemental program started two weeks prior to the beginning of the quarter only 62 students had been contacted. Various reasons why the students were not contacted included: (a) the student had not applied for admission at the time the program began, (b) the students' high school records were not available, (c) the student had not taken the Comparative Guidance Placement Program Test or the results were not back or (d) the student did not keep the scheduled appointment with a college counselor and another meeting had not been scheduled to discuss registration procedures and the supplemental orientation program.

Certain controls on the study were exercised by the College Counselors. The sample had to be volunteers because of the department's desire to insure that all contacted students who were eligible and interested be given the opportunity to participate in the program (Appendix A). The counselors also insisted that some credit toward completion of the one credit orientation course be given to students who shared in the supplemental experience. The credit was given by assigning the supplemental program the same weight as attending two of the seven one-hour meetings required of all orientation students.

All eligible students were advised of the supplemental orientation program in their initial counseling interview. Procedures were established with the counselors to insure that all students received the same information (Appendix B). Each eligible student was given a fact sheet (Appendix C) concerning the major components of the program. The counselors kept a log (Appendix D) of all eligible students' names, and other pertinent information such as whether they expressed interest or not and reasons given. Undecided students were encouraged to contact the counselor when they had decided. No other method of contacting eligible students was used. The counselor's information sheet was the only aid the students had to remember the date and time the program began.

Thirty-nine eligible students participated in the supplemental orientation program during the fall quarter of 1975. Table 2 shows some of the descriptive data on the participating students.

Sixty-two eligible students had expressed interest in the program. The reasons given by the thirteen non-interested individuals included: (a) eight students who cited an employment conflict, (b) three students who cited lack of interest in the program, and (c) two students who cited family commitments that conflicted with the orientation schedule. Seven students who had expressed an interest in the supplemental program but who did not show expressed the following reasons: (a) four students forgot about the meetings, and (b) two students decided not to attend college that quarter, and (c) one student had a work conflict the first day of the program. Three students who began the supplemental program dropped out for the following reasons: (a) two students did not pay the tuition fees and never attended the college that fall, and (b) one student dropped out of school after the second week because of personal problems (after several conferences with the developmental studies counselor). All subjects in the sample took the pre-, post-, and post posttest of the attitude questionnaire. They also took the follow-up questionnaire given at the end of the fall quarter.



Table 2

## Descriptive Data on Supplemental Orientation Program Students:

Age, Curriculum, Race and Sex

Age	Curriculum	Race	Sex
Under 21 - 29	Career - 29	Black - 23	Male - 19
21 or over - <u>10</u>	Transfer - <u>10</u>	White - <u>16</u>	Female - <u>20</u>
Total 39	Total 39	Total 39	Total 39

Due to the size of the volunteer group (N=39) no effort was made to divide the volunteers into a control and experimental group. The cells would have been too small to measure the factors of sex, race and co-facilitators assignment. Therefore, the generalizability of this study is limited to volunteers.

### Treatment

The supplemental orientation program was a ten hour group counseling experience. The purpose was to cultivate interpersonal relationships based upon mutual respect between the developmental studies faculty, program peer counselors and the beginning high risk students. The ten hour small group counseling experience was divided into two sections: (a) two four-hour sessions (one-half day each) held on consecutive days prior to the beginning of the fall quarter (Appendix E) with the total group divided into four separate small groups and (b) two one-hour reinforcement individual small group sessions (Appendix F) held during the first two weeks of school. Table 3 shows how the four co-facilitated small groups were arranged according to age, curriculum, race and sex. Because of the small numbers in some of the cells relating to age and curriculum, the researcher decided not to analyze data on the attitude questionnaire according to those factors.

Prior to the one day experience developmental studies faculty (N=5) and program peer counselors (N=5) were trained as small group

Table 3

Description of the Small Groups By Co-facilitator Assignment,  
Age, Curriculum, Race and Sex

Group <sup>a</sup>	Age		Curriculum		Race <sup>a</sup>		Sex <sup>a</sup>		Total in Group
	Under 21	21 or Over	Career	Transfer	Black	White	Male	Female	
Co-facilitator 1	8	1	7	2	6	3	4	5	9
Co-facilitator 2	6	4	7	3	4	6	7	3	10
Co-facilitator 3	8	2	6	4	7	3	4	6	10
Co-facilitator 4	7	3	9	1	6	4	4	6	10
Sub-Totals	29	10	29	10	23	16	19	20	39

<sup>a</sup>Sub-groups used in the attitude questionnaire results.

co-facilitators (Appendix G). Out of the ten that were trained nine were used as co-facilitators throughout the supplemental orientation program in both the two four-hour sessions and two one-hour sessions. This permitted the eligible students an opportunity to meet the program faculty in an informal non-threatening atmosphere to share feelings and ideas on which to establish interpersonal relationships based upon mutual respect. The trained program peer counselors were former developmental studies students who had successfully completed the developmental studies program. This allowed the beginning students an occasion to meet with successful peers who understood the language, fears and frustrations they had and with whom they could relate. These techniques were used to foster changes in students' attitudes toward academic achievement, toward receiving needed individual help, toward the program faculty, and toward the program.

The interaction among the eligible participating students was designed to enhance interpersonal peer relationships. This method was used to change the high risk student's perception of himself as an isolate or as the only one with a nontraditional background.

The laboratory method of learning (experimental, experiential) was used: experience (do), identify (look), analyze (think), and generalize (plan). Both the two one-half day sessions and the two one hour sessions incorporated several planned exercises (experiential) to help participants improve limited skills and to stimulate small group interaction. The group participants were asked to identify (look at) what was happening both intra- and inter-personally. Input from other

group members was helpful here. Again with the group's help and sometimes the co-facilitators' assistance the students were encouraged to analyze (think through) the significance of each exercise. Usually alternative methods of behavior were suggested from which each student was free to choose for future application (plan) (Tschumi, 1973, p. 45).

The first section of the supplemental orientation program was the two four-hour small group experiences (Appendix E). The design and specific activities selected were organized to focus on group building and oral communication skill improvement. The first four-hour portion dealt with group building. This approach was predicated upon the literature review which suggested the high-risk students were often hesitant to establish new peer relationship (Roueche and Kir, 1973) or faculty-student relationships (Clarke, 1972) and that hesitant behavior led many high-risk students to view themselves as social isolates (Roth, 1970) or as the only person with a nontraditional background (Roueche and Kirk, 1973).

Theoral communication activities used in the second four-hour segment were organized to enhance the evolving interpersonal relationships. In 1960 Welsh indicated a limiting skill that many high-risk students exhibited was an inability to express their feelings and ideas appropriately and accurately. Monroe (1972) presented another dimension by implying that many high-risk students felt uncomfortable with teachers, particularly college professors, because the intellectuals' conversations were often overly erudite. These two reports support the idea that all group participants could

The second section of the small group counseling experience (Appendix F) consisted of two one-hour meetings of each small group. The small groups included ten students and two co-facilitators. The two meetings were held during the two weeks of school and concentrated on oral communication skill improvement to reinforce the interpersonal relationships between developmental studies faculty, program peer counselors, and eligible program students.

#### Co-facilitators

The co-facilitators chosen were volunteer members of the developmental studies faculty (N=4) and former developmental studies students volunteers (N=5) who had successfully completed the developmental studies program. One volunteer faculty member trained but left the college before the supplemental orientation program began. The date of the training was dictated by participant's availability.

Generally, one developmental studies faculty member and one peer counselor were teamed together and trained as small group co-facilitators. Because one faculty member dropped out after the three day training, two peer counselors and a faculty member were combined into one team. The team approach was drawn from the literature which suggested the new high-risk students needed early exposure to both in order to enhance success in the developmental studies program (Roueche and Kirk, 1973).

The co-facilitator training was conducted by the researcher and a group consultant, Mr. Peter LeRoy, Coordinator of Educational Programs, Virginia Department of Community Colleges, Richmond, Virginia. For the purpose of the co-facilitator training, the researcher established the goals and objectives of the training and Mr. LeRoy assisted in choosing and facilitating the appropriate exercises to maximize the learning experiences (Appendix G).

The total co-facilitator training consisted of a thirty-one and one-half hour micro-laboratory experience held for three days during the summer (28.5 hours) and the day (3 hours) prior to the beginning of the supplemental orientation program. The goals of the experience were: (a) to train the developmental studies faculty members and the peer counselors in facilitating and processing techniques for the specific group exercises used in the supplemental orientation program, (b) to develop a group spirit among the trainees and a team spirit between the co-facilitators, and (c) to improve the oral communication and interpersonal relationship skills of the trainees. From these general goals the specific objectives and appropriate activities were constructed.

## Instrumentation

### Attitude Questionnaire

Students' attitudes as measured by degree of positive response toward academic achievement, toward receiving needed individual help, toward peer social acceptance, toward the developmental studies program, and toward the developmental studies faculty were assessed through data collected by an attitude questionnaire (Appendix H), administered to all supplemental orientation program students. The attitude assessment instrument was constructed as part of the study to determine if students' attitudes were changed.

The questionnaire was validated by a factor analysis. The instrument was administered to 150 developmental studies students and a factor analysis was run on their responses. The factor analysis (principal components) was performed by using BMD08M (Dixon, 1970). In the initial principal components analysis, six factors were extracted using as the criterion eigenvalues greater than 1.0 as the cutoff for extraction of factors. From the results of this analysis, the scale appeared to be unidimensional based upon the loading on the first factor or the principal component. The criterion used to come to this conclusion was a factor loading of .35 or greater which is over



one-half of the maximum loading on the principal component.

No exceptions were used. The 30 x 6 factor matrix was rotated orthogonally to determine if a simple factor structure existed.

No simple structure was evidenced.

Additional analyses were performed in an attempt to determine if several subscales existed. In these analyses the number of factors rotated was reduced sequentially from six to three.

Each of the factor structures was then subjected to review by the researcher. It was concluded that, as the number of factors to be rotated was reduced from six to five the factor structures became more logical in defining distinct factors with the 23 x 5 orthogonally rotated factor matrix being the most logical.

Factorally the items tended to overlap (some items loaded on more than one factor). There was no clear division of factors.

(Table 4)

In every case the instrument was administered by the researcher in a total group setting. The schedule (Table 1) was so arranged that all students were administered the instrument prior to the beginning of the first one-day four-hour experience, at the beginning of the third week and again in the eighth week of the fall quarter. The purpose of the instrument and the method of marking was briefly explained to the students. The instrument was designed to be completed within fifteen minutes of time.

Table 4  
Assignment of Items on the Attitude Questionnaire  
to the Five Variables

Variables	Items <sup>a</sup>	Total Items
1. Academic Achievement	1, 7, 9, 10, 13, 16, 17, 18, 20	9
2. Receiving Help	1, 2, 3, 4, 14	5
3. Peer Acceptance	11, 21, 23	3
4. Program	3, 6, 8, 12, 15, 19, 22	7
5. Faculty	2, 5, 8, 9, 10, 16	6
Overlapping Items	1, 2, 3, 8, 9, 10, 16	7

<sup>a</sup>Rotated factor matrix load .35 level for including items.

A six point scale and appropriate values were assigned to each item in the questionnaire. Due to the fact that some of the questions were worded negatively, the scoring of these items was reversed in tallying the results on the questionnaire. The six point scale and appropriate values assigned are shown in Table 5.

The MANOVA (Clyde, 1969) test, a multivariate analysis of variance test, was used to analyze the five variables across three tests. The results were reported with regard to change across time according to the factors of total group, sex, race, and co-facilitator assignment.

#### Follow-up Questionnaire

Students' evaluation of the developmental studies supplemental orientation program was assessed by a follow-up questionnaire (Appendix I) administered in the tenth week of the fall quarter to all of the sample group. The thirteen item follow-up questionnaire was used to determine if the changes in students' attitudes were attributable to the supplemental program (ten items) and to allow the students the opportunity to evaluate the supplemental program (three items).

The two areas of the instrument were designed differently. The items pertaining to attitude changes were arranged with two sections to each question. The first part was a forced-choice positive or negative response. The second part was developed to draw out collaborating statements related to the initial forced-choice responses. The evaluative portion asked the students to comment about strengths and weaknesses of the supplemental program and whether they recommended its continuation.

Table 5  
Six Point Scale Used on Attitude Questionnaire

Response	Indicator	Positive Item Weighting	Negative Item Weighting
Strongly Agree	SA	6	1
Agree	A	5	2
Tend to Agree	TA	4	3
Tend to Disagree	TD	3	4
Disagree	D	2	5
Strongly Disagree	SD	1	6

The questionnaire was examined by a panel of three experts in the field of developmental studies and was found to need only minor changes. The changes were made to the questionnaire which was then reproduced for the study.

The instrument was administered by the researcher to all participating students in a total group setting. The purpose of the instrument and the method of marking were briefly explained to the students. The instrument was designed to be completed within a fifteen minute time period.

#### Co-Facilitator Evaluation Questionnaires

The co-facilitators were administered two evaluation questionnaires at different intervals during the supplemental orientation program. The first questionnaire was given at the conclusion of the three day training period to ascertain the participants' (N=10) attitudes toward the co-facilitator training received (Appendix J). A second questionnaire was given after the supplemental orientation program was completed to learn the co-facilitators' (N=9) attitudes toward (a) the training program, and (b) the supplemental orientation program (Appendix K). The second questionnaire was divided into two separate instruments. One was designed for the participating faculty members and a second one for the peer counselors.

Both instruments were administered by the researcher. The first questionnaire was administered in a total group setting. The second instrument was given to individual co-facilitators either in the developmental studies counselor's office or in the individual faculty member's office. The purpose of the instrument and the method of marking was briefly explained to the co-facilitators. The instruments were designed to be completed within a fifteen minute time period.

#### Summary

The study involved thirty-nine developmental studies students and nine co-facilitators in a ten hour small group supplemental orientation program. The goal of the supplemental program was to change students' negative attitudes in five specific areas. An attitude questionnaire and a follow-up questionnaire were developed to evaluate the effectiveness of the supplemental program in achieving its goal. A multivariate analysis of variance repeated measures design (MANOVA) was used to measure attitude change on the attitude questionnaire. The number and percentage of positive and negative responses were used to evaluate the follow-up questionnaire. Co-facilitator evaluation questionnaires were similarly tabulated to evaluate their training and the supplemental program.

## Chapter 4

### RESULTS

The results of four different evaluation instruments are reported in this chapter. The first section deals with the results of an attitude questionnaire. The data is reported with regard to attitude changes across time (pre- to posttest, post- to post posttest, and pre- to post posttest) according to the factors of total group, sex, race, and co-facilitator assignment. A second section deals with the outcomes from a follow-up questionnaire. These results are reported in two ways: (a) the total tally of yes to no responses for each question along with corresponding percentages, and (b) a summary of the positive and negative remarks. These were used to relate student attitude changes to the treatment. The final two sections include the results of the co-facilitators' evaluations of the training program and the total supplemental orientation program.

#### Attitude Questionnaire

The purpose of the attitude questionnaire was to determine what effect a developmental studies supplemental orientation program had on five specific student attitudes. The five variables were attitudes: (a) toward academic achievement in the community

college, (b) toward receiving needed individual help to reach personal goals at the community college, (c) toward peer social acceptance at the community college, (d) toward the developmental studies program, and (e) toward the developmental studies faculty. The results are reported with regard to change across time according to the factors of total group, sex, race, and co-facilitator assignment.

A multivariate analysis of variance repeated measures design was used to examine the five variables across three testings (pre-, post- and post posttests). The MANOVA Test (Clyde, 1969) consists of three parts. The first part was a multivariate test designed to determine the interaction (non-parallelism) of the factors sex, race, or co-facilitator assignment with time. A second part of MANOVA combined the between groups for each of the factors of sex, race or co-facilitator assignment (Test of Grand Mean) and measured each total group with the factor of time used as the main effect. The third part was a univariate test which analyzed the data when the between subject factors of sex, race or co-facilitator assignment were used as the main effect.

Question: What effect does a developmental studies supplemental orientation program have on high-risk students' attitudes (a) toward academic achievement in the community college, (b) toward



receiving needed individual help to reach personal goals at the community college, (c) toward peer social acceptance at the community college, (d) toward the developmental studies program, and (e) toward the developmental studies faculty across time according to the factors of total group, sex, race, or co-facilitator assignment?

#### Total Group

The test of Grand Mean was used to determine what effect the treatment had upon the total group results. The conclusions showed that time was a significant factor ( $p < .001$ ) for all five variables (Table 6). The results from the three testings showed the total group weighted average scores increased between the pre- and post-tests and decreased between the post- and post posttests. However, the decreases in scores were not down to the level of the pre-test. The overall change in scores between pre- and post posttests were in a positive direction. The largest gain in scores between pre- and post posttest occurred for variables 3 and 5 (attitude toward peer social acceptance and attitude toward the developmental studies faculty). The total group trends developed were both significantly linear and significantly

Table 6  
 The Levels of Probability for Linear and Quadratic Trends  
 for Five Selected Variables

Variable	Trends <sup>a</sup>	
	Linear	Quadratic
1. Academic Achievement	p < .001	p < .001
2. Receiving Help	p < .001	p < .001
3. Peer Acceptance	p < .005	p < .001
4. Program	p < .035	p < .001
5. Faculty	p < .001	p < .002

<sup>a</sup>Established Level of Significance  $\alpha < .05$ .

quadratic for all five variables. A significant linear relationship existed but a better fit of data was evident with the use of a quadratic relationship. This was due to the fact that the posttest results were higher than the post posttest results. When the trends are both significantly linear and quadratic the linear trends were ignored and the trends for the total group were considered significantly quadratic. Figure 1 shows the total groups averaged weighted scores plotted over three tests for the five selected variables and Table 7 shows the total group average weighted scores for the same tests.

### Sex

The first part of MANOVA (a multivariate test) showed that significant interaction ( $p < .036$ ) occurred between the factor of sex with time in regards to variable 5 (attitude toward the developmental studies faculty). Figure 2 shows the trends between males and females were significantly different between testings. Both sexes' average weighted scores increased between the pre- and posttesting. The females showed an increase in scores between the post- and the post posttesting whereas the males showed a decrease in scores over the same period.

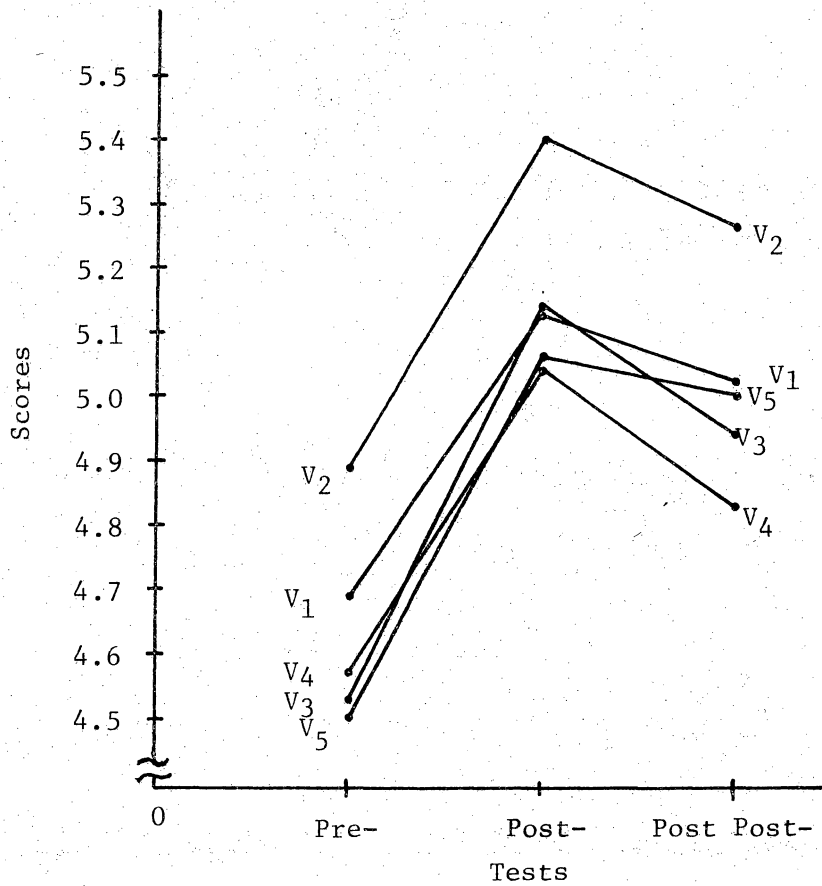


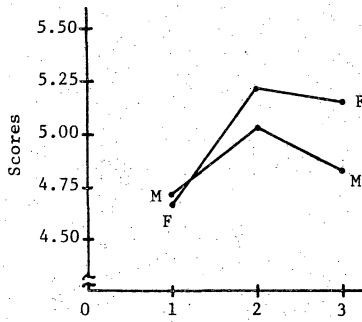
Figure 1

A Comparison of Total Group Average Weighted Scores for Five Selected Variables Over Three Tests

Table 7  
 Total Group Average Weighted Scores  
 on Five Selected Variables  
 Across Three Tests

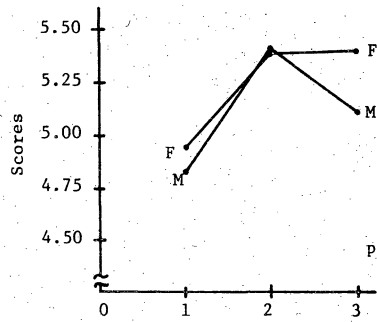
Variables	Total Group Averaged Weighted Scores <sup>a</sup>		
	Pretest	Posttest	Post Posttest
1. Academic Achievement	4.698	5.137	5.028
2. Receiving Help	4.892	5.400	5.260
3. Peer Acceptance	4.530	5.145	4.949
4. Program	4.579	5.047	4.831
5. Faculty	4.509	5.068	5.000

<sup>a</sup>Six point scale



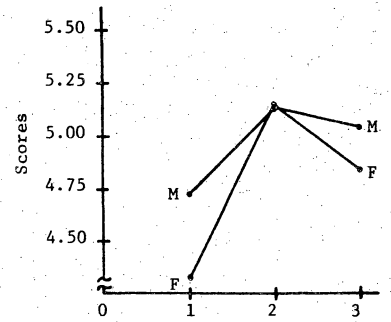
Var. 1 (Acad. Ach.)

$p < .077$



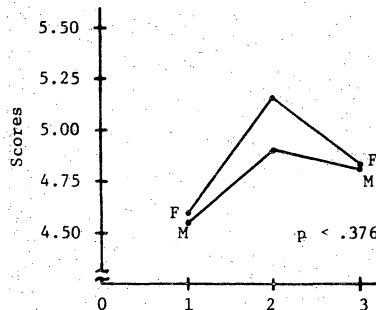
Var. 2 (Help Rec.)

$p < .307$



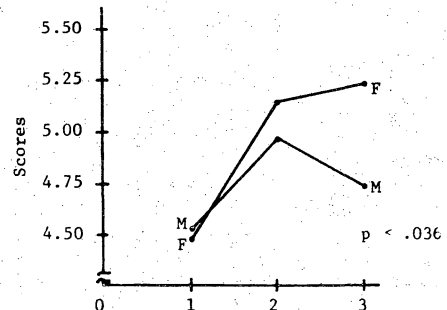
Var. 3 (Peer Accept.)

$p < .066$



Var. 4 (Prog.)

$p < .376$



Var. 5 (Faculty)

$p < .036$

Established Level of Significance  $\alpha < .05$

Figure 2. A Comparison of Male and Female Students Average Weighted Scores for Each Selected Variable Across Three Tests with an Accompanying Level of Probability for Interaction (non-parallelism)

No other significant difference between trends for the groups was obtained for the remaining four variables. Generally, the two groups showed an increase in average weighted scores between pre- and posttesting followed by a leveling off or a decrease in scores between the post- and post posttesting. The decrease in scores was never down to the original pretest level. With variables 2 and 5, the females show an increase in positive scores between post and post posttests but only with variable 5 was the difference in trends between males and females significant. Females showed a retention of higher positive scores on the post posttest with regards to variables 1, 2, and 5. Males retained higher positive scores on the post posttest for variable 3 but females showed the largest increase in scores (pre- to post posttest) on the same variable. The male and female scores on variable 4 were similar. Figure 2 shows the interaction (non-parallelism) that occurred between the factor of sex with time for all five variables. Table 8 shows the average weighted scores for the two groups across the three tests.

The results of the univariate test part of MANOVA indicated no significant differences between scores of the sexes for the five variables. Table 9 shows the average mean scores for the two groups (average of scores across three tests) the resulting F ratio and level of probability for differences achieved when the factor of sex was measured as the main effect.

Table 8  
 Male and Female Students' Averaged Weighted Scores on  
 Five Selected Variables Across Three Tests

Variable	Students' Average Weighted Scores <sup>a</sup>					
	Pretest		Posttest		Post Posttest	
	M	F	M	F	M	F
1. Academic Achievement	4.725	4.672	5.041	5.228	4.836	5.161
2. Receiving Help	4.832	4.950	5.411	5.390	5.116	5.400
3. Peer Acceptance	4.737	4.333	5.140	5.150	5.053	4.850
4. Program	4.556	4.600	4.910	5.179	4.820	4.843
5. Faculty	4.353	4.483	4.983	5.150	4.746	5.242

<sup>a</sup>Six point scale



Table 9  
 The Difference between Male and Female Students'  
 Average Mean Score as Measured by the MANOVA  
 Univariate Test on Five Selected Variables

Variable	Average Mean Score <sup>a</sup>			p Level <sup>b</sup>
	M	F	F Ratio	
1. Academic Achievement	43.807	45.183	1.979	p < .168
2. Receiving Help	25.596	26.233	.816	p < .372
3. Peer Acceptance	14.930	14.333	1.406	p < .243
4. Program	33.333	34.117	.963	p < .333
5. Faculty	28.527	29.750	3.818	p < .058

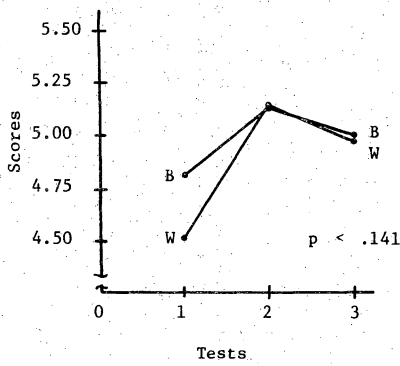
<sup>a</sup>Means of three tests scores, not weighted.

<sup>b</sup>Established Level of Significance  $\alpha < .05$ .

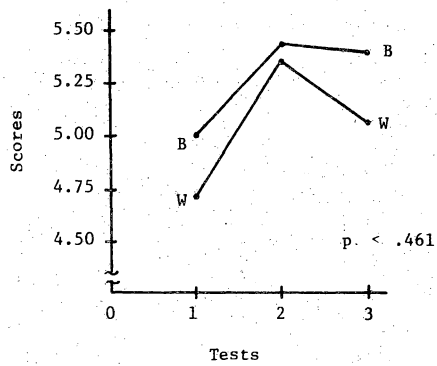
## Race

Although no significant interaction occurred (Figure 3) some differences between trends for the two groups was observed for variable 1 (attitude toward academic achievement) and variable 3 (attitude toward peer social acceptance). Variable 1 showed that some interaction did occur between the factor race with time; however, the final scores for both groups were similar. With variable 3 both groups' scores increased between the pre- and posttest; however, the white students' scores continued to increase between the post and post posttest, but the black students' scores decreased over the same period of time. The other three variables showed no interaction.

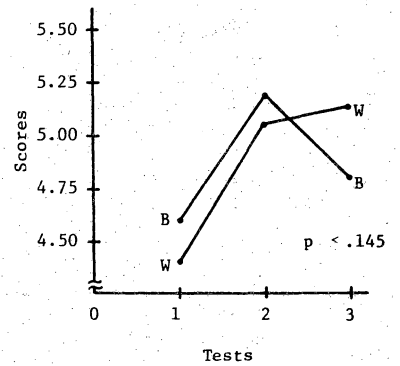
Generally, the trends for both groups were marked by an increase in scores between the pre- and posttest. This was followed by a leveling off or a decrease in scores between the post- and post posttest. Black students began with higher positive scores on all five variables and retained most of their growth on variable 2 (receiving help). White students showed the largest increase in scores between pre- and post posttest results. On variable 3 (peer acceptance) black students' scores dropped between the post- and the post posttest whereas their white counterparts' scores increased over the same testing period. Table 10 shows the average weighted scores for the two groups across the three tests.



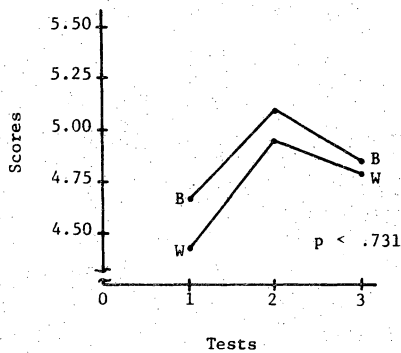
Var. 1 (Acad. Ach.)



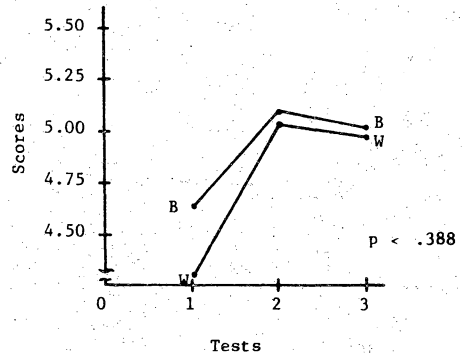
Var. 2 (Rec. Help)



Var. 3 (Peer Accept.)



Var. 4 (Prog.)



Var. 5 (Faculty)

Established Level of Significance  $\alpha < .05$

Figure 3. A Comparison of Black and White Students' Average Weighted Scores for Five Selected Variables Across Three Tests with an Accompanying Level of Probability for Interaction (non-parallelism).

Table 10  
 Black and White Students' Average Weighted Scores  
 on Five Selected Variables Across Three Tests

Variable	Students' Average Weighted Scores <sup>a</sup>					
	Pretest		Posttest		Post Posttest	
	B	W	B	W	B	W
1. Academic Achievement	4.826	4.514	5.130	5.140	5.014	4.986
2. Receiving Help	5.009	4.725	5.435	5.340	5.400	5.063
3. Peer Acceptance	4.609	4.416	5.203	5.063	4.812	5.146
4. Program	4.677	4.439	5.106	4.964	4.857	4.794
5. Faculty	4.645	4.167	5.094	5.031	5.014	4.979

<sup>a</sup>Six point scale

The univariate test results showed no significant differences between scores of the races for the five variables. Table 11 shows the average mean scores for both groups, the resulting F ratio and level of probability for differences achieved when the factor of race was measured as the main effect.

#### Co-facilitator Assignment

The results of the multivariate test of MANOVA showed there was no significant interaction for the factor of co-facilitator assignment with time for any of the five selected variables (Figure 4). Although the trends recorded were not significantly different, some interesting observations were noted. Generally, the trends showed an increase in attitude scores between the pre- and posttest, followed by a leveling off or decrease in scores between the post- and post posttesting. The final scores were not down to the pretest levels.

There were exceptions to the general trend. Group 2 showed the greatest decrease in scores between the post- and post posttests and dropped below the pretest level for the two variables (3--attitude toward peer social acceptance and 4--attitude toward the developmental studies program). Group 3 showed increases in scores between the post- and post posttest (2--attitude toward receiving help and 5--attitude toward the developmental studies faculty). Group 3 was the one group which had three facilitators

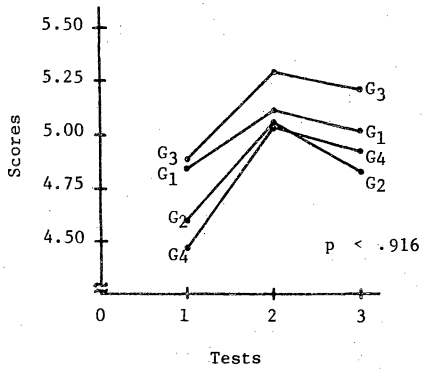
Table 11

The Difference Between Black and White Students' Averaged  
Mean Scores as Measured by the MANOVA Univariate Test  
on Five Selected Variables

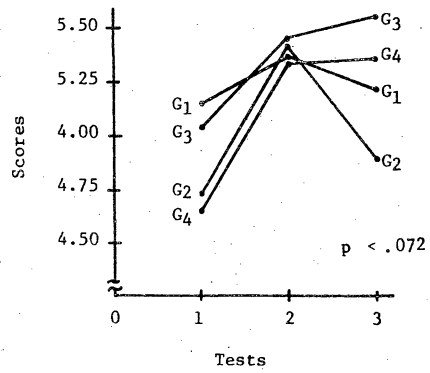
Variable	Average Mean Score <sup>a</sup>		F Ratio	p Levels <sup>b</sup>
	B	W		
1. Academic Achievement	44.913	43.938	.937	p < .339
2. Receiving Help	26.406	25.229	2.841	p < .100
3. Peer Acceptance	14.623	14.625	.000	p < .997
4. Program	34.159	33.125	1.656	p < .206
5. Faculty	29.507	28.646	1.739	p < .195

<sup>a</sup>Mean of three tests scores, not weighted.

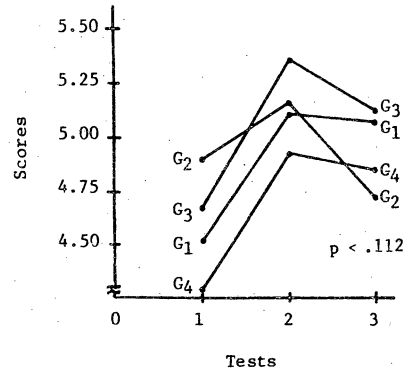
<sup>b</sup>Established Level of Significance  $\alpha < .05$ .



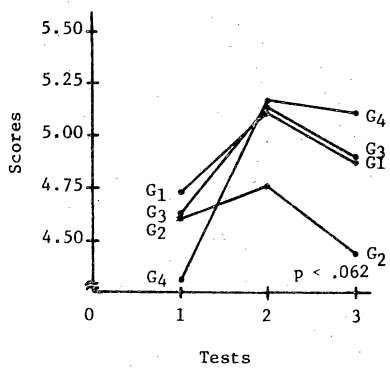
Var. 1 (Acad. Ach.)



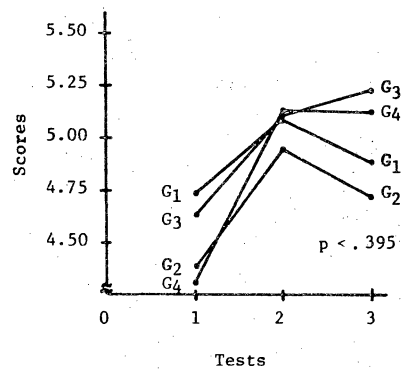
Var. 2 (Rec. Help)



Var. 3 (Peer Accept.)



Var. 4 (Prog.)



Var. 5 (Faculty)

Established Level of Significance  $\alpha < .05$

Figure 4. A Comparison of Four Groups of Students' According to Co-facilitator Assignment For Five Selected Variable Across Three Tests with an Accompanying Level of Probability for Interaction (non-parallelism).

assigned (one faculty member and two peer counselors). Group 4 recorded the largest increase in scores (pre- to posttest results) for all selected variables and Group 3 recorded the second largest increase for four out of five variables (exception: Group 1 for Variable 3--peer social acceptance.) Table 12 shows the average weighted scores of the four groups across the three tests.

The univariate test indicated no significant difference between the scores of the four groups for the five variables. Table 13 shows the average mean scores for the four groups, the resulting F Ratios and levels of probability for difference achieved when the factor of co-facilitator assignment was examined as the main effect.

#### Follow-Up Questionnaire

The follow-up questionnaire (Appendix J) was designed to relate student attitude changes to the treatment. All participating students were asked whether their attitudes had changed because of involvement in the program. They also were asked to explain their responses. The final three questions pertained to the desirability of continuing the supplemental orientation program and needed changes recommended. Table 14 shows the breakdown of positive and negative responses (N) to each question and the appropriate percentages (%).



Table 12

Four Groups (According to Co-facilitator Assignment)  
 Averaged Weighted Scores on Five Selected  
 Variables across Three Tests

Variable	Average Weighted Scores <sup>a</sup>			
	Groups			
	1	2	3	4
<u>Pre-Test</u>				
1. Academic Achievement	4.840	4.600	4.890	4.478
2. Receiving Help	5.156	4.740	5.040	4.660
3. Peer Acceptance	4.519	4.900	4.670	4.030
4. Program	4.746	4.600	4.614	4.371
5. Faculty	4.740	4.380	4.630	4.300
<u>Post-Test</u>				
1. Academic Achievement	5.123	5.067	5.300	5.056
2. Receiving Help	5.378	5.420	5.460	5.340
3. Peer Acceptance	5.111	5.167	5.367	4.930
4. Program	5.111	4.771	5.143	5.171
5. Faculty	5.093	4.950	5.100	5.133
<u>Post Post-Test</u>				
1. Academic Achievement	5.025	4.883	5.222	4.933
2. Receiving Help	5.222	4.900	5.560	5.360
3. Peer Acceptance	5.074	4.730	5.133	4.867
4. Program	4.873	4.443	4.900	5.114
5. Faculty	4.889	4.730	5.230	5.133

<sup>a</sup>Six point scale

Table 13

The Difference between Four Groups' (According To Co-Facilitator Assignment)

Average Mean Scores as Measured by the MANOVA Univariate Test

on Five Selected Variables

Variable	Average Mean Scores <sup>a</sup>				F Ratio	p Levels <sup>b</sup>
	Groups					
	1	2	3	4		
1. Academic Achievement	44.963	43.500	46.233	43.400	2.038	p < .126
2. Receiving Help	26.259	25.100	26.767	25.600	1.113	p < .357
3. Peer Acceptance	14.703	14.800	15.167	13.833	1.310	p < .286
4. Program	34.370	32.233	34.200	34.200	1.735	p < .178
5. Faculty	29.444	28.133	29.933	29.133	1.451	p < .245

<sup>a</sup> Means of three tests scores, not weighted

<sup>b</sup> Established level of significance  $\alpha < .05$ .

Table 14

The Number and Percentages of Responses for Items on the  
Follow-Up Questionnaire

Item <sup>a</sup>	Response					
	Yes		No		Unsure	
	N	%	N	%	N	%
1. Recommend Prog.	37	95%	2	5%		
2. Prog. Helped in Adj.	35	90%	4	10%		
3. Academic Achievement <sup>b</sup>	29	74%	9	23%	1	3%
4. Peer Acceptance <sup>b</sup>	30	77%	9	23%		
5. Faculty <sup>b</sup>	26	67%	13	33%		
6. Program <sup>b</sup>	25	64%	14	36%		
7. Receiving Help <sup>b</sup>	30	77%	9	23%		
8. Improve Comm. Skill	28	72%	11	28%		
9. Develop. Friendships	36	92%	3	8%		
10. Maintain Contacts	37	95%	2	5%		

<sup>a</sup>The final three items of the questionnaire (11-13) were general program evaluation questions.

<sup>b</sup>Questions related to change in attitude toward . . .

Question 1: Would you recommend the supplemental orientation program to someone else in your situation next year?

Response: Yes--37 (95%) No--2 (5%)

The remarks recorded indicated the program was well received by the students. It seemed to aid in adjustment to school more quickly, and to feeling more comfortable and confident in future classes. The negative remarks were positive toward the treatment but suggested that all students should participate, not just volunteers from the developmental studies area.

Question 2: Do you feel the supplemental orientation program was helpful to you in your adjustment to school and the developmental studies program?

Response: Yes--35 (90%) No--4 (10%)

The remarks indicated the informal atmosphere allowed the student an opportunity to ask questions concerning them and to feel at home in the school. Again the negative remarks were positively worded toward the treatment but suggested the experience should be offered to all community college students, not just limited to developmental studies students.

Question 3: Do you feel that your attitude toward achieving academic success in the community college changed as a result of the supplemental orientation program?

Response: Yes--29 (74%) No--9 (23%) Unsure--1 (3%)

Generally, the favorable remarks indicated that contact with faculty and especially former program students encouraged the participants to feel they also could succeed academically. The negative remarks indicated the attitude was already positive and not changed by the supplemental program.

Question 4: Do you feel that your attitude toward your social acceptance by other students in school changed as a result of the supplemental orientation program?

Response: Yes--30 (77%) No--9 (23%)

The remarks indicated very strong agreement by the (N=30) positive respondents to this question with statements such as "It really did reduce the tension," "I found it easier to make friends," etc. The negative remarks included "It was helpful but I have always had a fine attitude toward making friends."

Question 5: Do you feel that your attitude toward the developmental studies faculty changed as a result of the supplemental orientation program?

Response: Yes--26 (67%) No--13 (33%)

The positive remarks indicated many participants found the program a good way to meet and talk with some faculty members and reduce their fears of being able to talk with college teachers.

Negatively, some stated they had the positive feeling already or felt they would have been relaxed around the faculty without exposure through the program.

Question 6: Do you feel that your attitude toward the developmental studies program changed as a result of the supplemental orientation program?

Response: Yes--25 (64%) No--14 (36%)

In general the positive responses showed that many students were relieved to find that other students were taking the same courses that they were and the former students had shown that the developmental studies experience could be helpful in later classes. The negative remarks indicated a resignation to the fact of being in the developmental studies program but resentment for being forced into it.

Question 7: Do you feel that your attitude toward receiving needed individual help to reach personal goals at the community college changed as a result of the supplemental orientation program?

Response: Yes--30 (77%) No--9 (23%)

The remarks represented a strong feeling by a large group of the respondents toward receiving help when they needed it. The supplemental program was used as an example by several to indicate

specific help received in adjustment. The negative responses centered around "making it" on their own.

Question 8: Do you feel that your oral communication skills (speaking and listening) were improved as a result of the supplemental orientation program?

Response: Yes--28 (72%) No--11 (28%)

Positive remarks included "I now listen more closely when other people are talking," or "I learned how to give my opinion without being embarrassed." The negative remarks again indicated that many felt they had good communication skills before participating in the program.

Question 9: Do you feel that the supplemental orientation program helped you in developing friendly relationships with other people?

Response: Yes--36 (92%) No--3 (8%)

A very appropriate remark was "It gave me confidence to reach out to other students and make friends." The negative remarks were in general related to "I have always been an easy person to make friends."

Question 10: Did you maintain contact with other members of the group after the supplemental orientation program was completed?

Response: Yes--37 (95%) No--2 (5%)

The overall range of responses for the number of contacts maintained was from 1 to 27 with a mean of 8. The majority of participants listed social (N=37) as the type of contact kept up followed by academic support (N=21). The negative responses did not include remarks.

The final three items dealt with the evaluation of the supplemental orientation program. The most often cited helpful part of the treatment centered around particular co-facilitators who had either helped students during the actual meetings or in informal contacts on campus. Other students felt that peer assistance occurring between group members was an outstanding part of the program. The general feeling of being close to other students and faculty at the initial start of the school year was regarded as a positive outcome of the program by many.

When asked to suggest changes in the treatment, a large number of students (N=22) did not feel it should be changed. Another sizeable group (N=12) suggested the length of the program be extended from the original ten hour period to include more informal meetings throughout the full quarter. Another suggestion (N=5) was to include the other students of the community college.

The final item asked for additional comments, suggestions or feedback. The majority of students had no additional comments to make (N=22). Some students suggested the developmental



studies courses should include group exercises in the classrooms to allow new students the opportunity to meet each other (N=6). Other statements were oriented toward gratitude such as "Thank you," "Been nice," etc.

#### Co-Facilitator Questionnaires

The co-facilitators were given the opportunity to evaluate the training and the supplemental orientation program twice. After the three day training session, each participant was asked to complete an evaluation questionnaire (Appendix K). Again, after the ten hour supplemental orientation program, each co-facilitator was asked to fill out another evaluation (Appendix L). The purpose of the two questionnaires was to get the feelings of the co-facilitators just after completion of the major portion of the training they would receive and again after their participation in the supplemental program to evaluate the success of their preparation. The second questionnaire was divided into one for peer counselors and one for faculty.

The overall training program was evaluated at 9.2 on a 10 point scale by the participants. All trainees felt the training program had met their expectations and with the exception of one person they felt prepared to co-facilitate

the supplemental program. The one person who was unsure wanted more training which was provided at the next training period prior to the first day of the treatment.

The co-facilitators indicated the other objectives of the training program also had been achieved. They all agreed that a group feeling among trainees had been established and a team spirit between co-facilitators had been developed. Eight participants responded positively to the question concerning oral communication skill improvement with the others stating they felt their skills had not improved materially due to the training experiences. Toward interpersonal relationship skill development, nine participants agreed their skills had been improved with one registering a not certain.

Generally the remarks about the training were favorable. Positive remarks such as "worthwhile," "personal growth experience," and "informative" were used to describe feelings toward the training. The strongest parts of the training were evaluated to be the planning and execution of the program and also the development of interpersonal relationships among faculty, peer counselors, and trainers. The weakest parts were specific exercises such as "The Trust Walk" and "Mini-Peaks" which some participants did not enjoy and found boring. After the ten-hour treatment had been completed, all the co-facilitators

evaluated the training program as having prepared them adequately. Again they indicated that the objectives of the training program had been met. The strongest parts mentioned were the program planning and execution along with development of interpersonal relationships among faculty and peer counselors. In retrospect they would have preferred to spend more time practicing the specific exercises of the treatment program during their training. Faculty members did not feel the training or involvement in the treatment had changed their attitudes toward the high-risk students nor had it altered their teaching techniques. With regard to the changes of attitude toward the high-risk students, the participating faculty felt they already had positive feelings. There was no apparent carry over into the classroom situation of techniques used in the treatment.

In evaluating the treatment, the co-facilitators felt the strongest part was in the interpersonal relationships developed between faculty, peer counselors and students. They felt the weakest part was the limitation of ten hours placed on the actual treatment and questioned the overall effect on students' attitude changes. They indicated the need to continue the program the next quarter and all but one volunteered to participate. The one negative response listed "no time" as the reason for not participating.

Items 10-14 dealt with the co-facilitators' opinions about the ability of the treatment to alter new students negative attitudes (a) toward academic achievement in the community college, (b) toward receiving needed individual help to achieve personal goals at the community college, (c) toward peer social acceptance at the community college, (d) toward the developmental studies program and (e) toward the developmental studies faculty. Table 15 shows the faculty and peer counselors responses to the five questions.

Overall, the feelings of the co-facilitators were positive about the treatment assisting the new students to change attitudes in the five areas. The peer counselors showed a more positive feeling toward the program than did the faculty involved. The peer counselors' remarks and responses were always positive whereas the faculty members sometimes indicated unsure or negative responses to certain items on the questionnaire. One constant negative response was directed toward the inadequacy of measuring attitude changes in a person. However, the same respondents did cite that the treatment students appeared to ask more questions in their class than did non-treatment students. With regard to peer social acceptance, several faculty members were unsure (N=3) but all peer counselors and one faculty member agreed (N=6) that the program had been successful.

Table 15  
 Responses to Items 10-14 on the Co-facilitator  
 Program Evaluation Questionnaire

Item <sup>a</sup>	Response <sup>b</sup>					
	Yes		No		Unsure	
	F	P	F	P	F	P
10. Academic Achievement	3	5	0	0	1	0
11. Receiving Help	3	5	0	0	1	0
12. Peer Acceptance	1	5	0	0	3	0
13. Program	2	4	2	0	0	1
14. Faculty	2	5	2	0	0	0

<sup>a</sup>All items related to attitude change toward . . .

<sup>b</sup>F = faculty (N=4)

P = peer counselors (N=5)

On issues of attitude toward the developmental studies program or faculty, the negative respondents pointed out that all developmental studies faculty had not participated which raised the question about the possibility of general attitude change in both areas. The respondents felt the questions should have been aimed more specifically toward the participating faculty and their specific areas of the developmental studies program.

The final item was directed to the peer counselors. They all agreed the treatment program helped new students more in their school adjustment than the type of orientation they had received as freshmen.

#### Summary

In this chapter the test results were presented. Four instruments were used to evaluate the program: (a) attitude questionnaire, (b) follow-up questionnaire, (c) co-facilitator training evaluation questionnaire, and (d) co-facilitator's program evaluation questionnaire. The MANOVA test was used to evaluate the data of the attitude questionnaire. Results indicate that test scores were not influenced by the factors of participant's sex, race, or co-facilitator assignment but were significantly influenced by the factor of time. Generally, test scores increased between pre- and posttest and leveled

off or decreased between the post- and post posttests. The total group trends were both significantly linear and quadratic; therefore, the overall general trend for the group was considered significantly quadratic. The students' responses to the follow-up questionnaire indicated the treatment had a positive effect upon their attitudes. The third and fourth evaluation instruments consisted of questioning the co-facilitators concerning their training and their impressions of the supplemental orientation results. The co-facilitators assessed their training as adequate and generally agreed with the students that the supplemental program had a positive effect upon the students' attitudes. The final three instruments suggest that although attitudes were not changed significantly as measured by the attitude questionnaire, the experience for the students was positive. Trends noted were (a) females generally showed a more positive response to the treatment than their counterparts, (b) white students generally showed a more positive response to the treatment than black students, and (c) peer counselors may have had a stronger influence on attitude change than did the faculty members.

## Chapter 5

### DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The final chapter is designed to allow the researcher the opportunity to elaborate on the results of the developmental studies supplemental orientation program. The first portion of the chapter is structured as a discussion of the research results and the second portion to draw conclusions from the discussion. The final part of the chapter is designed to project suggested recommendations about the treatment program along with future research to be pursued.

#### Discussion

The basis for the developmental studies supplemental orientation program was founded in research literature. The establishment of the program was based upon the recommendation of Clarke and Ammon (1970) that community colleges need to develop special programs for disadvantaged students based upon their special needs in the area of cognitive and affective domains (p. 17). The same researchers also recommended that high-risk students be given extra help at the beginning of their college experience in adjusting to the college environment. Clarke (1972) warned against segregating these students



from the other community college students because a separate orientation program could accentuate the students' differences and defeat the purpose of orientation (p. 40).

The design of the supplemental orientation program also was based upon the recommendations of O'Banion (1972) who stated that orientation should be directed to meet specific needs of special groups of students (p. 54). Cross (1971) brought out several negative attitudes that inhibited the high risk students progress in the community college and Roueche and Kirk (1973) showed that affective developmental studies programs dealt with both the improvement of skills and change of students negative attitudes throughout the program. All this information led the researcher to believe that the change of negative attitudes should be dealt with early in the students college life and that the experiences in the developmental studies program could enhance their positive development.

The purpose of the study was to describe the effectiveness of a developmental studies supplemental orientation program in changing specific attitudes of high-risk community college students. The effect of the treatment upon the total group, as well as according to the factors of sex, race, and co-facilitator assignment, across time were used to analyze the data collected.

The findings from the attitude questionnaire indicate the supplemental orientation program had a positive effect upon participating students' attitudes. The total groups' scores increased in a positive direction between the pre- and post posttests. The results indicate the students' attitude scores increased in a positive direction between the pre- and posttest and then leveled off or regressed after the treatment was completed (post- to post posttest). The final scores did not regress back to the pretest levels for any of the five variables (Figure 1).

The total groups' attitude scores increased the most between pre- and post posttest for variables 3 and 5 (attitude toward peer social acceptance and attitude toward the developmental studies faculty). The strategies of small group discussions and individual interaction on a one-to-one basis attributed to the increase in scores for variable 3 (attitude toward peer social acceptance). The interaction allowed the student an opportunity to learn that he or she was not the only one with a nontraditional background. According to Roueche and Kirk (1973) these tactics help the students relate with each other in the program as peers (p. 70).

The change in students attitudes toward the developmental studies faculty can be attributed to the fact that faculty

members were directly involved as one of the co-facilitators in each of the small groups. This allowed the needed interaction to occur between students and faculty so that mutual respect could develop. These findings strengthen the recommendation of Roueche and Kirk (1973) that faculty should become involved with developing good attitudes in their learners (p. 72).

There are several other explanations why the study did not show a more positive effect upon the participating students. One explanation is the fact that the treatment program was not dealing with changing negative attitudes but rather with the reinforcement of positive ones. The averages weighted scores on the pretest ranged from a low of 4.509 to a high of 4.892. The range when converted to the six point scale on the attitude questionnaire (Table 5) shows the results were between the "tend to agree" and the "agree" level (negative worded items were converted to reverse scores). The pre-existing positive attitudes limited the ability of the instrument to measure the students' growth.

The pre-existing positive attitudes may have been influenced by several factors. The fact that only volunteer high-risk students participated in the supplemental program may have skewed the attitude scores in a positive direction. Volunteers may have had more positive attitudes than their non-volunteering

counterparts and that would be one reason why they volunteered.

If the program had been mandatory for all high risk students the pretest scores would probably have ranged more widely and been more similar to the negative attitudes of the high risk students upon which the literature research was based.

Another factor that may have influenced the students' attitudes was their awareness of the developmental studies program's success. This information, as documented by Tucker (1973, 1974), may have been passed on by former program students and/or through the pre-admission counseling interview held prior to the beginning of the supplemental program. The pre-admission interview was a prerequisite to volunteering for the orientation program.

The other explanation for the inability of the study to demonstrate significant positive changes in students' attitudes may have been based upon instrument bias. By the third testing the researcher was able to observe overt hostility toward the test instrument in the manner of comments and actions. When the instrument was passed out several students made negative remarks about filling out the questionnaire again and stated they recognized the questions. Several other students wanted to know if they had to complete the instrument and exhibited gestures of hostility when asked to participate.

All three explanations may account for the development of a significant quadratic trend for the five variables measured.

An original assumption in the study was that the positive attitudes developed during the treatment period would continue to develop through involvement in the developmental studies program. According to the MANOVA (Clyde, 1969) this did occur (linear trends  $p < .001$  to  $.035$ , Table 6) however, the scores leveled off or declined after the treatment period was over developing a quadratic trend ( $p < .001$  to  $.002$ ). When the trends are both significantly linear and quadratic the overall trends are statistically considered significantly quadratic. This quadratic trend may also have been influenced by the length of the treatment. If casual informal meetings had been held throughout the fall quarter the participating students might have been able to reinforce positive attitudes through this interaction with each other and the co-facilitators. This may have placed an extra burden on the faculty members who were co-facilitators, however, the meetings could have been limited to brief casual conversations in the hallways, lounges, or recreational areas between a co-facilitator and a group member as suggested by Clarke (1972). The need for extra meetings was recommended by several students and co-facilitators in their evaluation of the supplemental orientation program.

The between subject factors of sex, race, and co-facilitator assignment were measured to determine their effects upon the results. The factors of curriculum choice and age were not analyzed because of small cell size. The MANOVA tested for significant differences between group trends for the five variables (interaction). The test results indicate the supplemental orientation program was more effective with high risk females than with their male counterparts for four out of five variables. The trend between the two groups were significantly different ( $p < 0.36$ ) with regards to variable 5 (attitude toward the developmental studies faculty). These results agree with findings by Biggs (1974) where females throughout the Virginia Community College System showed a higher level of student satisfaction toward attending the schools than did males. The higher student satisfaction level was converted into higher final positive scores on the attitude questionnaire.

Females did record lower final scores than males on one variable. That variable was attitude toward peer social acceptance at the community college. Although the final scores for both groups dropped between post- and post posttests and were similar, the gain in actual scores between the pre- and post posttests was one of the largest recorded. One potential method of eliminating the regression would be the use of casual-informal

meetings throughout the fall quarter with emphasis on interpersonal relationship skill development. These meetings could include all small group members or only members who wish to attend.

Although no significant differences between groups were noted according to the factor of race, interesting trends were observed. Black students' scores were the highest on all five variables in the pretest. The scores for both groups increased during the treatment period (pre- to posttest). On all five variables white students showed a higher increase in scores between the pre- and the post posttest. On variable 3 (attitude toward peer social acceptance) the white students showed an increase in scores between the post- and the post posttest while the black students' scores decreased over the same period of time. One explanation for the drop in final scores may be attributed to the social situation which could have occurred during and after the treatment was concluded. During the treatment period the two groups were interacting in small group exercises but afterwards the two groups reverted back into their own racial cliques. This loss of social interaction between the school's racial majority and minority groups could have a negative effect upon the black student's perception of his/her peer social acceptance at the community college.

According to the Civil Rights Report (1967), this lack of interaction is particularly detrimental to peer acceptance if the institution is perceived by the black minority as a white controlled institution. Institutional statistics (admission records, Fall 1975) indicate the black population is rapidly increasing (72 percent increase from 1974) and comprised 28.8 percent of the students on campus.

The co-facilitator assignment of students did not effect any significant differences between the four group trends (Figure 4); however, some interesting results were noted. The co-facilitator team which consisted of one faculty member and two peer counselors (Group 3) showed a continued increase in positive attitude scores of the post posttest for variables 2 and 5 (attitude toward receiving needed help and attitude toward the developmental studies faculty). Group 3 also showed the second largest increase in scores between pre- and post posttests on four out of the five variables. The continued increase in positive scores on the post posttest and second largest in scores between pre- and post posttesting may be attributed to the presence of two peer counselors in the group. This would indicate that peer counselor's influence had more effect in changing student attitude in the small groups than did faculty member. The continued increases in scores also



may be attributed to the fact that Group 3 was the only group to report having informal meetings throughout the fall quarter.

Groups 2 and 4 were comprised of similar teams of co-facilitators yet the resulting trends were dissimilar. Group 4 showed a leveling off or increase in final positive scores for four out of five variables whereas Group 2 always showed a decline in final scores and for two variables the final scores were below the pretest levels. Both groups did show increases in positive scores during the treatment (pre- to posttest) period. One reason for the decline in Group 2 scores may have been group members' negative attitudes toward the test instrument and not toward the five selected variables. During the third testing members of this group were observed to be the most outspoken students complaining about answering the questions again. Their hostility toward the instrument may have been converted into negative responses and thus lower final scores on all five variables. The students in group 2 appeared to have developed an openness toward their co-facilitators and placed minimal value on answering the questionnaire again. Another explanation is that the difference occurred by chance.

The effectiveness of the co-facilitator training was demonstrated in several ways. The attitude questionnaire results indicate scores were not significantly different due to

the co-facilitator assignment, although some faculty members were more expert in group facilitating techniques prior to the beginning of training. Evaluations held after the three day training period and again after the ten hour supplemental program was completed, indicated strong satisfaction by trainees in the training they received. The results showed that the thirty-one hour training program was adequate in preparing both faculty and former program students to achieve the goals of the supplemental program. Those goals were (a) to train the participants in facilitating and processing techniques for the specific exercises used in the supplemental program, (b) to develop a group spirit among the trainees and a team spirit among the co-facilitators, and (c) to improve the oral communication and interpersonal relationship skills of the trainees.

The results of the follow-up questionnaire denoted a strong relationship between student attitude changes and participation in the supplemental program. The portion of the questionnaire related to attitude changes (Items 3, 4, 5, 6, and 7) showed a large majority (64% to 77%) agreed with the relationship between positive attitude changes and program participation. The negative responses centered around questioning whether the treatment actually changed attitudes. This only confirms the previously mentioned findings that the program did not change

attitudes but, instead, strengthened existing positive ones at this college.

The conclusion from the program evaluation section of the follow-up questionnaire manifests an overwhelming support by the students that the supplemental program be continued (95%). The same opinion was expressed by 89% of the co-facilitators in the post supplemental program evaluation. The favorable evaluation by the new students of the program must be considered in relation to the fact that they have no alternatives on which to make comparisons. However, the fact that 80% of the peer counselors agreed that the supplemental program was better than the one in which they participated as freshmen supports the opinion that the treatment program should be continued at the community college.

### Conclusions

From the research results, some conclusions have been drawn. The research results include the statistical data from the pre-, post-, and post posttesting of an attitudes questionnaire, responses to a student follow-up questionnaire and two co-facilitators evaluations administered after training and at the conclusion of the supplemental orientation program. The conclusions are as follows:

1. The supplemental orientation program had a positive effect on the attitudes of the participating students. The findings indicate the student's attitude scores increased in a positive direction for all five selected variables between the pre- and post posttests. The results from the student's follow-up questionnaire denoted a strong relationship between student attitude changes and participation in the treatment program (64% to 77% agreement). These results support the findings of Clark and Ammons (1970) and Clarke (1972) that high-risk students can benefit from extra attention at the beginning of their college careers.

2. Casual informal meetings held throughout the fall quarter may reinforce student's positive attitudes on all five selected areas. The only group (Group 3) which held informal meetings throughout the quarter showed the second largest gain in positive scores between the pre- and post posttest on four out of five variables.

3. The results of this study support the findings of Roueche and Kirk (1973) and Rouche (1976) that faculty members can successfully become involved with the development of good attitudes among their learners. The use of faculty members as co-facilitators is one way this can be accomplished. The increase in student's scores on variable 5 (attitude toward the developmental studies faculty) indicate that the participating

faculty members were successful in changing students attitudes towards them.

4. The strategies incorporated into the supplemental program to develop social peer acceptance among the participating students were successful. The overall gain in total group scores between the pre- and posttest was one of the highest recorded. Those strategies included small group discussions suggested by Witherspoon (1967), one-to-one individual talks recommended by Roueche and Kirk, (1973) and interaction between former developmental studies students (peer counselors) and the freshman students (Roueche and Kirk, 1973). The one exception to the general positive trend was denoted among black students who showed a large drop in attitude scores after the treatment program was completed. This drop in black students' scores supports the findings of the Civil Rights Report (1967) that indicated the lack of interaction (between black and white students) is particularly detrimental to peer acceptance if the institution is perceived by the black minority as a white controlled institution. These findings are important because of the rapid increase in black enrollment (up 72 percent from 1974) at the community college and the accompanying potential for social misunderstanding if the interaction is not encouraged.

5. The training of thirty-one hours was adequate to prepare the faculty and peer counselors to co-facilitate the special exercises in the supplemental orientation program.

6. The supplemental orientation was mostly dealing with the reinforcement of already existing positive attitudes and not necessarily with changing negative attitudes. The attitude questionnaire pretest results showed scores were between the "tend to agree" and "agree" level on the six point scale (negative worded items were converted to reverse scores).

7. Attitude changes in the small groups may have been more influenced by peer counselors' actions than faculty members' actions. The group (Group 3) which had two peer counselors as facilitators showed the second highest total group increase in scores (pretest to post posttest) on four out of the five variables. These findings support the studies of Brown, Wehe, Haslam, and Zunker (1971); and Zunker and Brown (1966) concerning peer counselor effectiveness.

8. White students and female students received more benefit from the treatment than did their counterparts. Both groups showed larger positive score increases between the pre- and post posttest on all five variables. These findings support the study of Biggs (1974) concerning female community college students. These findings do not support the findings of

Clarke (1972) that suggest minority students would benefit more from such a program than their counterparts.

9. The small size of the sample (N=39) may have distorted the findings of the study.

### Recommendations

1. The supplemental orientation program should be continued although altered to meet the needs of the new students each quarter. One alteration may be the lengthening of the program to include casual informal meetings throughout the quarter as well as during the first two weeks. The meetings may occur when needed throughout the quarter.

2. A study using Losak, Jefferson and Sutton's (1970) four disadvantaged groups should be conducted to determine what group(s) the program was most effective in dealing with. The four groups are (a) students with low achievement but high levels of potential (as assessed by individual tests of intelligence); (b) students with low achievement associated with psychopathology; (c) students with low achievement associated with mild dysfunctioning of the central nervous system; and (d) students with low achievement associated with low intelligence.

3. A study should be conducted to determine the influence of similar training experiences upon changing teachers' and

counselors' teaching strategies with regard to use of small group exercises in the classroom.

4. If peer social acceptance at the community college is, in part, based upon racially integrated peer interaction, then school faculty, counselors, and the administration should offer specific opportunities to encourage the needed interaction.

This could be achieved through human relation courses, a variety of in-class activities to foster human relations development and informal small group activities held throughout the quarter at convenient times so interested students can attend. The use of trained faculty and specifically selected exercises may be useful in facilitating the needed social interaction in and outside of the classroom.

5. The trained peer counselors should be utilized in more activities throughout the school year. They may be used as the sole co-facilitators in a future project to determine peer influence on attitude change among high-risk students.

6. With the large increase in new students (black enrollment up 72% over 1974 and female enrollment up 31% over 1974) supplemental orientation programs and/or experiences should be designed to meet their specific needs. If a special supplemental program is required then it should be designed drawing upon the related literature and faculty/counselor



experiences. The needs may be met through special arranged programs incorporated in the regular college orientation program. Both suggestions are supported by O'Banion's (1972) definition of orientation.

#### Summary

The purpose of this study was to determine the effect a developmental studies supplemental orientation program had on specific attitudes of high-risk community college students. The results of the attitude questionnaire indicated the treatment had a positive but not a statistically significant effect upon the students. Students strongly indicated on the follow-up questionnaire that they felt the supplemental program had a strong influence. The co-facilitators agreed with the students and felt they were adequately trained. If the program is to be continued, it should be altered to include informal small group meetings throughout the quarter. Oral communication and interpersonal relationship skills should be encouraged in all developmental studies courses and the peer counselors should be given a more active role in the developmental studies program. Further research, using the present or altered supplemental program design, is encouraged.

## BIBLIOGRAPHY

- Baker, G. A., III. Bridging the gap. Unpublished manuscript.  
Durham, N.C.: National Laboratory for Higher Education, 1971.
- Barnes, F. P. Research for the practitioner in education.  
Washington: National Education Association, 1964.
- Barrett, H. An intensive study of 32 gifted children. Personnel and Guidance Journal, 1957, 36, 192-194.
- Bennett, M. E. Guidance and counseling in groups. New York: McGraw-Hill, 1963.
- Berg, E. H. Selected factors bearing on the persistence and academic performance of low ability students in four California junior colleges. (Doctoral dissertation, University of California, 1965.) Dissertation Abstracts, 1966, 26, 3775. (University Microfilms, No. 65-13417, 321.)
- Berg, E. H., and Axtell, D. Programs for disadvantaged students in California community colleges. Oakland: Peralta Junior College District, 1968. (ERIC Document Reproduction Service No. ED 026 032.)
- Bernstein, B. Social class, linguistic codes and grammatical elements. Language and Speech, 1962, 5, 221-240.
- Best, J. W. Research in education (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, 1970.
- Biggs, J. H. A multivariate analysis of satisfaction among Virginia community college students. (Master's Thesis, Sociology Department, Virginia Polytechnic Institute and State University, 1974).
- Blimline, C. and New, R. Evaluating the effectiveness of a freshman orientation course. Journal of College Student Personnel, November 1974, 16, 471-474.
- Billups, F. H. Comparative effects of orientation by group counseling and group guidance on the adjustment, attitudes, and achievements of foundation students in a community college. (Doctoral dissertation, University of Virginia, 1970.) Dissertation Abstracts International, 1971, 31, 4449A. (University Microfilms No. 71-6654, 110.)

- Bossone, R. M. Remedial English instruction in California public junior colleges--an analysis and evaluation of current practices. Sacramento: California State Department of Education, September 1966. (ERIC Document Reproduction Service No. ED 012 586.)
- Brawer, F. B. Student studies: comparative and remedial populations. Junior College Research Review, March 1971, 5, No. 7.
- Brown, W. F., Wehe, N. O., Haslam, W. L., and Zunker, V. G. Effectiveness of student-to-student counseling on the academic adjustment of potential college dropouts. Journal of Educational Psychology, 1971, 64, 285-289.
- Brown, W. F. Student-to-student counseling for academic adjustment. Personnel and Guidance Journal, 1965, 18, 821-830.
- Brown, W. F. Student-to-student counseling: an approach to motivating academic achievement. Austin, Texas: University of Texas, Hogg Foundation for Mental Health, 1972.
- Brown, W. F. Effectiveness of paraprofessionals: the evidence. Personnel and Guidance Journal, 1974, 53, 257-263.
- Burks, H. M., Jr., and Pate, R. H., Jr. Group procedures terminology; Babel revisited. School Counselor, 1970, 18, 3-11.
- Bushnell, D. S. Organizing for change: new priorities for community colleges. New York: McGraw-Hill, 1973.
- Butts, T. A. New practices in student orientation. Personnel Services Review. Ann Arbor: The University of Michigan, School of Education, 1971.
- Capper, M. R. Junior college students on academic probation. Junior College Research Review, December, 1969.
- Carkhuff, R. R. Helping and human relations. Vols. 1 and 2. New York: Holt, Rinehart and Winston, 1969.
- Carnegie Commission on Higher Education. The open-door colleges: policies for community colleges. New York: McGraw-Hill, 1970.
- Chalghian, S. Success for marginal students. Junior College Journal, 1969, 40, 28-30.
- Chandler, E. M. Freshman orientation--is it worthwhile? National Association of Student Personnel Administrators, 1972, 10, 55-61.

- Charles, H. Teaching the special student developmental programs. Selected Papers from the Annual Convention of the American Association of Junior Colleges. Washington, D.C.: American Association of Junior Colleges, 1967.
- Clarke, J. R., & Ammons, R. M. Identification and diagnosis of disadvantaged students. Junior College Journal, 1970, 40, 13-17.
- Clarke, J. R. Student personnel work and minority groups. In T. O'Banion and A. Thurston (Eds.), Student developmental programs in the community junior college. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Clarke, J. R. Commitment to the non-traditional student. Topic Paper No. 51, Educational Resources Information Center. Los Angeles: University of California 1975.
- Clyde, D. J. MANOVA: Multivariate analysis of variance on large computers. Miami: Clyde Computing Services, 1969.
- Cowen, E. L., Zax, M., and Laird, J. D. A college student volunteer program in the elementary school setting. Community Mental Health Journal, 1966, 2, 319-328.
- Cross, P. K. Beyond the open door. San Francisco: Jossey-Bass, 1971.
- Cross, P. K. New students in a new world, In D. W. Vermilye (Ed.) The future in the making. San Francisco: Jossey-Bass, 1973.
- Delworth, U., Sherwood, G., and Casaburri, N. Student paraprofessionals: a working model for higher education. ACPA Student Personnel Series No. 17. Washington, D.C.: APGA Press, 1974.
- Deutsch, M. The disadvantaged child and the learning process. In H. A. Passow (Ed.), Education in depressed areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963.
- Deweese, H. L. The extent to which group counseling influenced the academic achievement, academic potential, and personal adjustment of predicted low achieving first semester college freshmen. (Doctoral dissertation, University of Illinois, 1959.) Dissertation Abstracts, 1959, 20, 3192. (Microfilms No. 60-169.)
- Diener, C. Similarities and differences between overachieving and underachieving students. Personnel and Guidance Journal, 1960. 38, 396-400.

- Dispenzieri, A. College performance of disadvantaged students as a function of ability and personality. Journal of Counseling Psychology, 1971, 18, 298-305.
- Dixon, W. J. Biomedical computer programs. Berkeley: University of California Press, 1970.
- Ferrin, R. L. Developmental programs in Midwestern community colleges. Evanston, Ill.: College Entrance Examination Board, February 1971. (ERIC Reproduction Service No. 048 848.)
- Gold, B. K. and Ludwig, L. The developmental studies and tutorial programs: a progress report. Los Angeles: Los Angeles City College, April 1969. (ERIC Document Reproduction Service No. ED 031 231.)
- Gordon, J. E. Project CAUSE, the Federal anti-poverty program, and some implications for sub-professional training. American Psychologist, 1965, 20, 334-343.
- Gordon, E. W., and Wilkerson, D. A. Compensatory education for the disadvantaged. New York: College Entrance Examination Board, 1966.
- Gordon, E. W., and Thomas, C. L. Survey of institutions of higher education regarding the existence of special programs for non-traditional students. Reported in S. A. Kendrick and C. L. Thomas, Transition from School to College. Review of Educational Research, 1970, 40, 169.
- Haettenschwiller, D. L. Counseling Black college students in special programs. Personnel and Guidance Journal, 1971, 50, 29-35.
- Harold, R. D. College orientation and the Black student. Journal of College Student Personnel, 1970, 11, 251-255.
- Heinkel, O. A. Evaluation of a general studies program for the potentially low academic achiever in California junior colleges: final report. Washington, D.C.: Bureau of Research, Office of Education (DHEW), 1970. (ERIC Document Reproduction Service No. ED 039 881.)

- Hilliard, G. H., and Troxwell, E. Informational background as a factor in reading readiness and reading progress. Elementary School Journal, December 1957, 38, 255-263.
- Johnson, A. A., and Turner, R. M., III. The problems of minority. In (Issue Ed.) C. E. Blocker, New directions for community colleges: Humanizing student services. San Francisco: Jossey-Bass, Inc., 1974.
- Kandel, I. L. The danger of complacency. School and Society, 1965, 93, 57-62.
- Kendrick, S. A., and Thomas, C. L. Transition from school to college. Review of Educational Research, 1970, 40, 151-179.
- Kirk, R. W. An assessment of the effectiveness of remedial programs in selected urban junior colleges in Texas. (Doctoral dissertation, University of Texas at Austin, 1972.) Dissertation Abstracts International, 1973, 33, 4738A. (Microfilms No. 73-7588, 257.)
- Klingelhofer, E. L., and Hollander, L. Educational characteristics and needs of new students. Berkeley: Center for Research and Development of Higher Education, University of California, 1973.
- Knoell, D. M. Researchers view junior college students. Junior College Research Review, October 1969, 4, No. 2.
- Kronovet, E. Current practices in freshman orientation throughout the United States. Paper presented at American Personnel and Guidance Association. Washington, April 1966.
- Losak, J. G., Jefferson, T., and Sutton, C. Psychological characteristics of the academically underprepared student. Research in Education, November 1970. (ERIC Document Reproduction Service No. ED 041 577.)
- Losak, J. G. The academically underprepared student. In A. M. Cohen and F. B. Frawley (Eds.), New directions for community colleges. (No. 3). San Francisco: Jossey-Bass, 1973.
- Lynch, A. Q. Perception of peer leadership influence. Journal of College Student Personnel, 1970, 11(3), 203-205.

- Malloy, J. An investigation of scholastic over and underachievement among female freshmen. Journal of Counseling Psychology, 1954, 1, 260-263.
- Monroe, C. R. Profile of the community college. San Francisco: Jossey-Bass, 1972.
- Montgomery, M. A. An investigation of students who succeed academically and those who do not succeed academically in a community college. (Doctoral dissertation, University of Pittsburgh, 1969.) Dissertation Abstracts, 1970, 31, 1578A. (University Microfilms No. 70-12, 702, 102.)
- Moore, W. Against the odds. San Francisco: Jossey-Bass, 1970.
- Morgan, G. D. The ghetto college student: a descriptive essay on college youth from the inner city. American College Testing Program, No. 3, 1970.
- Morrison, J. L., Watson, E. R., and Goldstein, J., Compensatory education in the community college: An interactionist approach. Los Angeles: ERIC Clearing House for Junior Colleges, 1975.
- O'Banion, T. Orientation. New directions in community college student personnel programs. Student Personnel Series No. 15, American College Personnel Association, Washington, D.C., 1971.
- O'Banion, T. Exceptional practices in community junior colleges. In T. O'Banion and A. Thurston (Eds.), Student developmental programs in the community junior college. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- O'Banion, T. Teachers for tomorrow: staff development in the community junior college. Tucson, Arizona: The University of Arizona Press, 1974.
- Odgers, J. C. Cause for concern. Counselor Education and Supervision, 1964, 4, 17-20.
- Pappas, J. C. The effects of three approaches of college orientation on academic achievement. Journal of College Student Personnel, 1967, 8, 3-11.

- Patterson, C. H. Subprofessional functions and short-term training. Counselor Education and Supervision, 1965, 4, 144-146.
- Persons, R. W., Clark, C., Persons, M., Kadish, M., and Patterson, W. Training and employing under-graduates as therapists in a college counseling service. Professional Psychology, 1973, 4, 170-178.
- Reiff, R., and Riessman, F. The indigenous nonprofessional: a strategy for change in community action and community mental health programs. Community Mental Health Journal, 1965, Monograph #1.
- Reiff, R. Mental health manpower and institutional change. American Psychologist, 1966, 21, 540-548.
- Riessman, F. The overlooked positives of the disadvantaged groups, In E. T. Keach, Jr., R. Fulton, and W. E. Gardner (Eds.), Education and social crisis. New York: John Wiley and Sons, 1967.
- Rosenbaum, M. Some comments on the use of untrained therapists. Journal of Counseling Psychology, 1966, 30, 292-294.
- Roth, R. M. Underachieving students and guidance. Guidance Monograph Series, 1970, 5. In (Eds.) S. C. Stone and B. Sherzer, Guidance and the exceptional student. New York: Houghton Mifflin Co.
- Roueche, J. E. Salvage, redirection or custody?: remedial education in the community junior college. Washington, D.C.: American Association of Junior Colleges, 1968.
- Roueche, J. E. and Kirk, R. W. An evaluation of innovative programs designed to increase persistence and academic performance of high risk students in community colleges. Project No. 2F066, Contract No. OEC-6-72-0731-(509). Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1972.
- Roueche, J. E. and Pitman, J. C. A modest proposal: students can learn. San Francisco: Jossey-Bass, 1972.
- Roueche, J. E. and Kirk, R. W. Catching up: remedial education. San Francisco: Jossey-Bass, 1973.



Roueche, J. E. Creating and Environment for Learning. Community And Junior College Journal, March 1976, 46, 48-50.

Schafer, M. I. Implementing the open door: compensatory education in Florida's community colleges. Phase 1: questionnaire. Gainesville: Florida Community Junior College Inter-Institutional Reserach Council, December 1970. (ERIC Document Reproduction Service No. ED 046 370.)

Schenz, R. F. An investigation of junior college courses and curricula for students with low ability. (Doctoral dissertation, University of California at Los Angeles, 1963.) Dissertation Abstracts, 1963, 24, 1889. (Microfilm No. 63-07890, 207.)

Schenz, R. F. What to do for low ability students. Junior College Journal, May 1964, 34.

Schlossberg, N. K. Sub-professionals: to be or not to be. Counselor Education and Supervision, 1967, 6, 108-113.

Snyder, F. and Blocker, C. E. Persistence of developmental students. Harrisburg, Pa.: Harrisburg Area Community College, 1970. (ERIC Document Reproduction Service No. ED 042 438.)

Steenland, R. Paraprofessionals in counseling centers. Personnel and Guidance Journal, 1973, 51, 417-418.

Templin, M. C. Norms of screening test of articulation for ages three through eight. Journal of Speech and Hearing Disorders, 1953, 18, 323-331.

Templin, M. C. Certain language skills in children: the development and interrelationships. Institute of Child Welfare Monograph Series, No. 26, Minneapolis: University of Minnesota Press, 1957.

Tennyson W. W., Soloahl, T. A., and Mueller, C. The teachers role in career development. Washington, D.C.: American Personnel and Guidance Association, 1971.

- Thomas, D. R. Oral language, sentence structure and vocabulary of kindergarten children living in low-socioeconomic urban areas. (Doctoral dissertation, Wayne State University, 1962.) Dissertation Abstracts, 1962, 23, 1014. (Microfilms No. 62-3918, 410.)
- Tschumi, S. A. Changes in self concept resulting from a crisis intervention group process treatment for non-achieving two-year college freshmen. (Doctoral dissertation, State University of New York, 1973.) Dissertation Abstracts International, 1974, 34, 5674-A. (University Microfilms No. 74-6943, 164.)
- Tucker, J. M. Yearly evaluation of John Tyler Community College's Developmental Studies Program--1972-73. Unpublished manuscript. Chester, Va.: John Tyler Community College, 1973.
- Tucker, J. M. Yearly evaluation of John Tyler Community College's Developmental Studies program--1973-74. Unpublished manuscript. Chester, Va: John Tyler Community College, 1974.
- U.S. Commission on Civil Rights. 1967. Appendices to report: Racial isolation in the public schools, Vol. 2. Washington, D.C.: U.S. Government Printing Office, 1967.
- Walsh, A. Self-concepts of bright boys with learning difficulties. New York: New York Bureau of Publications, Teachers College, Columbia University, 1965.
- Witherspoon, F. D. Group guidance in junior college--a frame of reference. St. Louis: Forest Park Community College, 1967.
- Zunker, V. G. and Brown, W. F. Comparative effectiveness of student and professional counselors. Personnel and Guidance Journal, 1966, 44, 738-743.

APPENDICES

<u>Appendix</u>		<u>Page</u>
A	Selection of Students for the Supplemental Orientation Program, Fall Quarter 1975 . . . . .	126
B	Standard Procedures for Counselors in Initial Student Programming Interview of Developmental Studies Students. . . . .	127
C	Student Information Sheet--Supplemental Orientation Program. . . . .	128
D	Eligible Supplemental Program Students Interviewed. . . . .	129
E	Supplemental Orientation Program Schedule: Two Four-Hour Sessions . . . . .	130
F	Supplemental Orientation Program Schedule: Two One-Hour Sessions. . . . .	135
G	Co-Facilitator Training Program Schedule . . . . .	137
H	Attitude Questionnaire . . . . .	147
I	Follow-up Questionnaire. . . . .	150
J	Co-Facilitator Training Evaluation . . . . .	152
K	Co-Facilitator Supplemental Program Evaluation . . . . .	154



Standard Procedures for Counselors in Initial Student Programming  
Interview of Developmental Studies Students

Subject: Supplemental Orientation Program

1. With those students who enroll in two (2) or more developmental studies courses and are full-time first quarter freshmen discuss the "Supplemental Orientation Program" and the benefits received from participating in it. Those benefits include:
  - A. participate in small group exercises designed to help students adjust into the community college and the developmental studies program
  - B. an opportunity to meet other incoming freshmen in a small group (10-12) arrangement
  - C. an opportunity to meet developmental studies faculty, counselors and former developmental studies students in an informal atmosphere
  - D. completion of a portion of the GENL 100 Orientation course credit requirements prior to the beginning of the fall quarter (1/7)
  - E. completion of a portion of the GENL 100 Orientation course credit requirements in the first two weeks of school (1/7)
  - F. have a good time
2. Eligible students should be advised that the "Supplemental Orientation Program" consists of two parts. The first portion prior to the beginning of school consists of two (2) one half day sessions held on September 4 and 5 from 9:00 a.m. until 1:00 p.m. The second part consists of two (2) one hour meetings during the first two weeks of school. Then during the 3rd and 8th week of school there will be a posttest. During the 10th week a follow-up questionnaire will be administered.
3. List all eligible "Supplemental Orientation Program" students on the attached sheet along with the other requested information. Please check if the student expressed interest toward the "Supplemental Orientation Program" in the appropriate space. Give the sheets to Gretchen Naff when the form is full of names and pick up a blank sheet and repeat the process.



# TAKING YOUR FIRST STEP INTO HIGHER EDUCATION?

$$2 \times 9 = 18$$

PRACTICAL  
ENGLISH  
HANDBOOK

... follow the path of the

## SUPPLEMENTARY ORIENTATION PROGRAM

SMALL  
GROUPS

NEW  
FRIENDS

DEVELOPMENTAL  
STUDIES

FUN !!!

CREDIT

To participate, attend:

- (1.) September 4, 1975--9 a.m.-1 p.m.  
Group Experience--Rm. 225A
- (2.) September 5, 1975--9 a.m.-1 p.m.  
Group Experience--Rm. 225A
- (3.) September 12, 1975--10 a.m.-1 p.m.  
Orientation Day--Rm. C-19
- (4.) Week of September 15, 1975  
1 hour per week--Rm. 225A
- (5.) Week of September 22, 1975  
1 hour per week--Rm. 225A
- (6.) Week of September 29, 1975  
15 minutes per week--Time and Place Arranged Later
- (7.) Week of November 3, 1975  
15 minutes per week--Time and Place Arranged Later
- (8.) Week of November 17, 1975  
15 minutes per week--Time and Place Arranged Later

Eligible Supplemental Program Students Interviewed

Name	Address	Interest in Program	Reason Given (If Not Interested)	D. S. Courses Enrolled In
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

Supplemental Orientation Program Schedule

Two Four Hour Sessions

PURPOSE

The supplemental orientation small group counseling experience was designed as a learning laboratory. The student should be able to grasp some basic concepts of learning by examining his own and the behavior of other group participants. Cohen (1969, p. 7) defines learning as the "changed capability for, or tendency toward acting in particular ways."

The small group activities were arranged to afford maximum opportunity for students to come in contact with some of the attitudes and skills which may help or hinder their success in the developmental studies program. The attitudes examined through participation in the orientation program were (a) toward academic achievement in the community college, (b) toward receiving needed individual help to reach personal goals, (c) toward peer social acceptance, (d) toward the developmental studies program, and (e) toward the developmental studies faculty. Oral communication skill improvement was integrated as part of the supplemental program. A change of attitudes and improvement of limited skills was desired to give the student an opportunity to take full advantage of the developmental studies program and achieve success.

First Day (4 hours)

Lapsed  
Time

Activities

Objectives

9:00

Attitude Questionnaire (15 min.)

The researcher will explain and administer the instrument to all participating beginning students.

To gather data from the participating students about their attitudes in five areas.

9:15

Mini Lecture (10 min.)

The structured small group counseling method of learning will be contrasted with the subject matter method.

To introduce the learning process the students will be going through.



Lapsed  
Time

Activities

Objectives

Subject Matter MethodStructured group  
counseling method

- |                                   |                                |
|-----------------------------------|--------------------------------|
| a. Teacher tells or shows         | a. Experience (do)             |
| b. Student listens or drills      | b. Identify (look)             |
| c. Teacher and/or student reviews | c. Analyze (think)             |
| d. Teacher tests                  | d. Project new behavior (plan) |

9:25

Name Game (20 min.)

Each person in the group will give a name and two significant facts that will help others get to know him. This information is accumulated and must be recited by each member before adding his own.

Warm up. To introduce the individuals to each other. To share information with the group. (social acceptance)

9:45

Partner Risk (35 min.)

Diads will be formed and asked to sit and discuss one of two topics, alternating between speaker and listener (3 minutes apiece). Individuals select new partners and repeat routine. Processing Name Game and Partner Risk exercises.

Warm Up. To get each student to relate with two other students in the group. To examine our feeling toward specific attitude areas (5 used in study).

10:30

Wall Fantasy (to music) (10 min.)

After some relaxing exercises, students will be asked to imagine a wall: Take a look at the material it is made of, its height and breadth. What is needed to get our out or enable another person to get in?

To where he/she is in relation to people. To examine how some "walls" (attitudes) block relationship development (toward faculty, toward peers). To examine how "walls" (attitudes) prevent us from receiving benefits we can use (academic achievement in the Community College

Lapsed  
Time

Activities

Objectives

10:30

Block Towers (90 min.)

Three diads are formed to compete in building towers in a 5 minute period. (One is a builder, one is a supervisor.) Limitations are placed on the Diads. Other group members are observers. (Discussion afterwards.) Repeat exercise-- builders and supervisors switch positions (fewer limitations placed and planning period used). Discussion afterwards. Repeat again with observers choosing partner, planning and no limitations. (Discussion afterwards.) Process Wall Fantasy into Block Towers.

To examine how I give and receive help. To look at different learning styles. To examine how different styles of learning and helping influence school learning. To examine how blockings (attitudes) interfere with helping and learning. (Relate back to Wall Fantasy exercise.) (5 attitudes in study) To explore how co-operation aids learning in school.

12:00

Trust Walk (60 min.)

Students will choose partners: one blindfolded with partner leading, alternate roles (10 min. exercise). Process exercise. (End of Empathy Recall)

To experience giving and receiving help. To examine how my attitudes (5 in study) hinder or help me in receiving and giving help in school.

1:00

End of First Day

Second Day (4 hours)

9:00

Name Game Revisited (20 min.)

Students sitting in the circle are asked to turn their chairs around (facing away from each other) and list the names and descriptive words used for all other participants. Turn back around and complete the list.

To warm up the group. To bring the individual members back into a group frame of mind.

Lapsed Time	Activities	Objectives
9:20	<u>One Way Two Way Communication</u> (90 min.)	To examine the application of communication in interpersonal relationships, school, and job settings. (Limited skills hinder)
	Students are asked to follow directions in drawing figures without asking questions. Observers are asked to comment on the interaction. Next time group members are allowed to ask questions--emphasis is on communication and skills required during processing. (If group is having trouble with skills in group--break into triads and work and bring ideas back to group for discussion.)	
10:50	Break (10 min.) (Leave small group area and meet back in large classroom.)	
11:00	<u>Role Playing</u> (90 min.)	To examine positive experiences we have had in the past 3 months, 6 months, 1 year. (Relate to school, teachers, peers, community college, etc.)
	Students will watch a 10 minute video-tape concerned with the significance or oral communication in giving and receiving help (emphasis on teacher-student interaction dealing with a simulated school problem). Triads are formed (from small groups) with a listener, speaker, and observer. A student/faculty situation will be used for each student to role play. Ten minutes in each role with feedback from observer for 3 minutes. Switch roles--participate in all 3 roles.	

Lapsed Time	Activities	Objectives
12:30	<u>Wrap Up Session</u> (30 min.)	
	May incorporate some Mini Peak experiences at beginning using "I learned . . . I felt . . . I relearned . . ." to relate events of the day with school situations. Plan for the next two one hour weekly small group meetings held the first two weeks of school.	To bring the one day small group counseling situation together. (objectives) To relate it to school situations. (5 attitudes) To arrange an appropriate time and place for the next two meetings.
1:00	End of Second Day	

Supplemental Orientation Program Schedule

Two One-Hour Sessions

Weekly Meetings

The purpose of the two one-hour weekly meetings is to continue working on oral communication skill improvement and interpersonal relationship development. The two meetings will serve as reinforcing sessions of the two four-hour experiences for the small group participants.

First Weekly Meeting (60 min.)

Lapsed  
Time

Activities

Objectives

Empathy Recall (5-10 min.)

Students will be asked to recall a time or experience during the one day group session that appealed to them. Completing the following statements "I learned. . . I relearned. . . I feel. . . etc."

To warm up the group.  
To relate back to the two four-hour small group experiences.

10"

Concerns (25-30 min.)

Students will be asked to share with the small group. "One of my concerns. . ." related to the community college, developmental studies program, developmental studies faculty or school involvement etc. (Tie into feelings.)

To give and receive help from group members with a concern. (Work on 5 attitude areas.) To evaluate giving and receiving help from the group. To examine concerns that may hinder students in getting through the program and school.

Lapsed Time	Activities	Objectives
35"	<u>Goal Setting (15 min.)</u>	
	Students will be asked to set one goal they will accomplish before the next meeting. Relate goals to school, classes, peers, etc. Discussion of goal setting criteria to use.	To establish an achievable goal for individual group members. To examine goal setting criteria. To use the goal setting criteria in approaching a <u>concern area.</u> (Attitudes) (Previous exercise)
	<u>Goal Review (20 min.)</u>	
	Diads will be asked to discuss their goals and accomplishments. Positive acceptance used. Switch roles and afterwards choose new partners. Later back into small group.	To examine difference in goals set. To warm up group. To relate to goal setting activity from past meeting.
20"	<u>Where Do We Go From Here?</u> (30 min.)	
	Students will be asked to evaluate particular questions relating to the small group experiences. What have we learned? What has the total experience meant to you? How are we going to use what we have learned about ourselves? etc.	To relate total experience to school situations. (Application) To examine our feeling toward the supplemental orientation program. To examine what individual perceives as useful information received through the small group experience.

50"

Co-Facilitator Training Program

The purpose of the co-facilitator training program was to prepare the developmental studies faculty members and program peer counselors to lead specific exercises used in the supplemental orientation program. The goals of the program were to train developmental studies faculty and program peer counselors in facilitating the processing techniques for the specific exercises used in the supplemental program, to develop a group spirit among the trainees and a team spirit between the co-facilitators and to improve their interpersonal relationship and oral communication skills. The general interpersonal relationship and oral communication skills were listed according to the special skills developed in a specific training exercise.

Lapsed Time	Activities	Objectives
8:00 a.m.	<p>First Day</p> <p><u>Name Game</u> (1 hr.)</p> <p>Each person in the group will give a name and two significant facts that will help others get to know him. This information is accumulated and recited by each member before adding his own.</p>	<p>Warm-up. Introduce the group to one of the S.O.P. exercises. To introduce the individuals to each other. To share information with the group.</p>
9:00 a.m.	<p><u>Participant-Self Expectations</u> (1 hr.)</p> <p>Participants (2 groups of 5-6 members) are asked to make up a list of objectives for the training program. (Facilitators do the same.) Participants and facilitators put their list up on a wall and general discussion follows to clarify expectations.</p>	<p>To provide participants and facilitators the opportunity to examine and discuss mutual expectations and perceptions regarding the training program. To reduce the "expectation gap" between participants and facilitators.</p>

Lapsed Time	Activities	Objectives
10:00 a.m.	<u>Personal Unfoldment</u> ( 2 hrs.)	<p>To allow persons to begin talking about themselves in relation to the persons, events and experiences which have helped make them who they are now.</p> <p>To develop trust among group members.</p> <p>To develop a group spirit among the trainees. To explore oneself.</p>
12:00 Noon	Lunch (1 hr.)	
1:00 p.m.	<u>Empathetic Recall</u> (1 hr.)	<p>To improve interpersonal relationship skills (self-disclosure, empathy and respect). To improve oral communication skills (listening) giving and receiving feedback, and aspects of nonverbal communication. To develop trust among group members.</p>
	<p>All group members are encouraged to remember as many verbal and nonverbal communications which each person made during his unfoldment.</p>	



Lapsed Time	Activities	Objectives
2:00 p.m.	<u>Action Goal Setting (1 hr.)</u>	<p>To develop autonomy, self-determination and self-motivation.</p> <p>To experience another exercise in the S.O.P.</p> <p>To understand regular goal setting aids.</p>
3:00 p.m.	<u>Recall of Peak Experiences (1 hr.)</u>	<p>To develop trust, empathy and cohesiveness among group members. To experience another exercise in the S.O.P. To develop interpersonal relationship skills (sharing oneself, making empathic confrontations). To develop oral communication skills (listening, feedback, communicating with concreteness and genuineness).</p>

Each time the group meets, each member is asked to set a goal that he will try to achieve prior to the time the group meets again.

A peak experience refers to any experience in one's life which is highly positive in its outcome. When all persons have identified peak experiences throughout their life, the group participates in an active sharing of and associating to growth experiences of each other.

Lapsed Time	Activities	Objectives
4:00 p.m.	<u>Formative Experience Association-Mini-Peaks (1 hr.)</u>	To further develop trust, empathy and cohesiveness among group members. To experience another exercise in the S.O.P. To aid participants in examining "who he has been, who he can become" in relation to assisting students in school. To achieve self-affirmation through discovery and recovery of one's personal growth history.
5:00 p.m.	End of First Day Experience  Second Day  <u>Name Game Review (20 min.)</u>	To warm up group.
8:20 a.m.	<u>Partner Risk (40 min.)</u>  Diads discuss their goals established at the previous meeting in a <u>positive</u> manner. Emphasis on accomplishment or if not accomplished what could be done differently to enhance goal obtainment. Switch partners and repeat exercise.	To examine if participants achieve their goals set yesterday. To examine the goal setting exercise in a positive manner. To experience another exercise in the S.O.P.

Lapsed Time	Activities	Objectives
9:00 a.m.	<u>Personal Value Auction</u> (2½ hrs.)	<p>To clarify personal values. To promote self-communication at a personal level. To examine the importance of values in goal-setting. To develop interpersonal relationship skills (relating to immediacy and exploring oneself). To develop oral communication skills (physically and psychologically listening, communicating accurately and appropriately).</p>
11:30 a.m.	<u>Trust Walk-Lunch Combined</u> (2 hrs.)	<p>To experience giving and receiving help. To examine different helping styles. To examine various methods of helping others and ourselves. To begin the team building for co-facilitators.</p>

Lapsed Time	Activities	Objectives
1:30 p.m.	<u>Acknowledging Personal Strengths</u> (3.5 hrs.)	<p>To examine personal strengths that can be aids for the co-facilitator. (skills)</p> <p>To give and receive positive feedback from other participants. To improve self-esteem and deepen empathetic regard.</p> <p>To develop oral communication skills (accurate listening and feedback.) To develop interpersonal relationships (directed self-disclosure).</p>
5:00 p.m.	Dinner (1 hr.)	<p>Co-facilitators work together to examine their strengths in preparation for S.O.P.</p>
6:00 p.m.	<u>Acknowledging Personal Strengths</u> Cont. (1.5 hrs.)	<p>To continue examination of personal strengths that are useful skills for the co-facilitators (trainees).</p>

Lapsed Time	Activities	Objectives
7:30 p.m.	End of Second Day	
	<u>Third Day</u>	
8:00 a.m.	<u>Partner Risk</u> (30 min.)	
	Diads discussing the personal goals set during the second day of training.	To examine if trainees achieved their goals set. To reexamine goal setting in a positive manner. To reexperience another exercise in the S.O.P. To examine positive approaches to making confrontations.
8:30 a.m.	<u>Wall Fantasy Exercise</u> (1 hr.)	
	After some relaxing exercises, participants were asked to image a wall: Take a look at the material it is made from, its height and breadth. What is needed to get out or to enable another person to come in?	To examine another exercise in the S.O.P. To examine hinderers or "walls" that block interpersonal relationship development. To discuss the 5 attitudes, dealt with, in the S.O.P.

Lapsed Time	Activities	Objectives
9:30 a.m.	<u>Block Towers Exercise</u> (1.5 hrs.)	To examine another exercise in the S.O.P. To examine different leadership styles-effect on facilitating a group. To allow co-facilitators the opportunity to match leadership styles for the S.O.P.
11:00 a.m.	<u>One Way Two Way Communication</u> (1 hr.)	To examine another exercise in the S.O.P. To develop a communication model effective in facilitating the small groups. (2 way communication)
12:00	Lunch (1 hr.)	To develop a team spirit among the co-facilitators.
	Co-facilitators used lunch period to discuss leadership styles and communication skills to lead successful small group exercises in S.O.P.	

Lapsed Time	Activities	Objectives
1:00 p.m.	<p><u>Concerns</u> (3 hrs.)</p> <p>Participants were asked to share with the small group concerns they have toward the S.O.P. and their roles as co-facilitators. To allow co-facilitators opportunity to develop their particular roles in processing the S.O.P. exercises.</p>	<p>To experience another exercise in the S.O.P.</p> <p>To allow co-facilitators to continue developin a team spirit. To examine co-facilitators' concerns about their roles in the S.O.P.</p> <p>To offer time for co-facilitators to use simulated role playing in developing team strategies and styles.</p>
4:00 p.m.	<p><u>Where Do We Go From Here?</u> (1 hr.)</p> <p>To wrap up the three day portion of the co-facilitators' training. Participants will be asked to evaluate this portion of the training.</p>	<p>To experience another exercise in the S.O.P. To set goals to be met prior to the next meeting in September by the co-facilitators.</p>
5:00 p.m.	<p>End of Third Day</p> <p>September 3, 1975 Fourth Meeting</p>	
1:00 p.m.	<p><u>Goal Review or Partner Risk</u> (15 min.)</p> <p>To get the co-facilitators back together again (although they had met twice since prior training period). A goal set.</p>	<p>To warm up group.</p> <p>To examine the goals set in a postivie manner.</p>

Lapsed Time	Activities	Objectives
1:15 p.m.	<u>Role Playing I and II</u> ( 45 min.)	To experience an exercise that is part of the S.O.P.
2:00 p.m.	<u>Concerns</u> (2-3 hrs.)	To examine concerns that co-facilitators may have about S.O.P. To role play co-facilitator situations with a small group. To receive feedback on leadership and communication skills used. To develop a team spirit between the co-facilitators. To develop a group spirit among the various co-facilitators.

\* Many training exercises were extracted from the Human Potential Seminars Manual by James D. McHolland (1972); however, this is not to be interpreted to indicate the trainees were exposed to the Human Potential Seminar.



## ATTITUDE QUESTIONNAIRE

Name \_\_\_\_\_ Social Security No# \_\_\_\_\_

Age \_\_\_\_\_ Sex: Male \_\_\_\_\_ Female \_\_\_\_\_ Program Intention: Transfer \_\_\_\_\_ Career \_\_\_\_\_

Based upon your experiences in or understanding of the developmental studies program please answer the following questions. Please mark your opinion on the questionnaire as the statement first strikes you. Indicate what you believe, rather than what you think you should believe. Circle the response that comes closest to expressing your feelings to each item.

	<u>Response</u>	<u>Indicator</u>					
	Strongly Agree	SA	A	TA	TD	D	SD
	Agree		A				
	Tend to Agree		TA				
	Tend to Disagree		TD				
	Disagree		D				
	Strongly Disagree		SD				
1.	This community college does not want a student with limited academic skills to attend.	SA	A	TA	TD	D	SD
2.	Developmental studies teachers are not easy to talk with.	SA	A	TA	TD	D	SD
3.	In academic skills, a student is no better off after finishing the developmental studies program than before.	SA	A	TA	TD	D	SD
4.	Attending this community college is a waste of my time.	SA	A	TA	TD	D	SD
5.	Students feel free to ask questions in developmental studies courses.	SA	A	TA	TD	D	SD

- |     |  |    |   |    |    |   |    |
|-----|--|----|---|----|----|---|----|
| 6.  | The developmental studies experiences help students feel more comfortable in talking with other students.                | SA | A | TA | TD | D | SD |
| 7.  | This community college gives each student a fair chance to get through a curriculum.                                     | SA | A | TA | TD | D | SD |
| 8.  | Developmental studies teachers listen to students.   | SA | A | TA | TD | D | SD |
| 9.  | Developmental studies teachers are not fair with students.   | SA | A | TA | TD | D | SD |
| 10. | Students like developmental studies teachers.  | SA | A | TA | TD | D | SD |
| 11. | I don't think I am accepted by most students in this community college.  | SA | A | TA | TD | D | SD |
| 12. | The developmental studies experiences help students develop confidence in this ability to get along with other students. | SA | A | TA | TD | D | SD |
| 13. | A student like me does not have a chance in this community college.  | SA | A | TA | TD | D | SD |
| 14. | Courses offered at this community college have no meaning to the goals in my life.                                       | SA | A | TA | TD | D | SD |
| 15. | The developmental studies experiences help students feel accepted by other community college students.                   | SA | A | TA | TD | D | SD |
| 16. | Developmental studies teachers do not help students get through their courses.   | SA | A | TA | TD | D | SD |

- |     |   |    |   |    |    |   |    |
|-----|---|----|---|----|----|---|----|
| 17. | When students get frustrated by the demands of this community college there are people here who will help them. | SA | A | TA | TD | D | SD |
| 18. | This community college wants each student to reach his or her educational goal.                                 | SA | A | TA | TD | D | SD |
| 19. | The developmental studies experiences do not help a student feel more comfortable around teachers.              | SA | A | TA | TD | D | SD |
| 20. | Developmental studies teachers care about each student as a person.   | SA | A | TA | TD | D | SD |
| 21. | I have trouble making new friends.  | SA | A | TA | TD | D | SD |
| 22. | Students' speaking and listening skills are improved in a developmental studies program.                        | SA | A | TA | TD | D | SD |
| 23. | I get along with other developmental studies students.  | SA | A | TA | TD | D | SD |

## FOLLOW-UP QUESTIONNAIRE

1. Would you recommend the supplemental orientation program to someone else in your situation next year? Yes \_\_\_\_\_  
No \_\_\_\_\_ Please explain why or why not.

(Space reserved for comment on questionnaire.)

2. Do you feel that the supplemental orientation program was helpful to you in your adjustment to school and the developmental studies program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comment on questionnaire.)

3. Do you feel that your attitude toward achieving academic success in the community college changed as a result of the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comment on questionnaire.)

4. Do you feel that your attitude towards your social acceptance by other students in school changed as a result of the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comment on questionnaire.)

5. Do you feel that your attitude towards the developmental studies faculty changed as a result of the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comment on questionnaire.)

6. Do you feel that your attitude towards the developmental studies program changed as a result of the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comment on questionnaire.)

7. Do you feel that your attitude toward receiving needed individual help to reach personal goals at the community college changed as a result of the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comments on questionnaire.)

8. Do you feel that your oral communications skills were improved as a result of the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comments on questionnaire.)

9. Do you feel that the supplemental orientation program helped you in developing friendly relationships with other people? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain how, or in what way, or why not.

(Space reserved for comments on questionnaire.)

10. Did you maintain contact with other members of the group after the supplemental orientation program was completed? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how many? \_\_\_\_\_  
 What are these contacts for? \_\_\_\_\_ Socializing  
 (check all that apply) \_\_\_\_\_ Academic Support  
 \_\_\_\_\_ Other

11. Please list any aspects of the supplemental orientation program that were particularly helpful to you and explain how. (i.e., a particular exercise, group approach, peer counselors, etc.)

(Space reserved for comment on questionnaire.)

12. Please list any aspect of the supplemental orientation program that you feel should be eliminated or changed and explain why. (i.e., a particular exercise, group approach, peer counselors, etc.)

(Space reserved for comment on questionnaire.)

13. Any other comments, suggestions, or feedback? Please use other side of sheet if necessary.

## CO-FACILITATOR TRAINING EVALUATION

1. Please evaluate the overall training program by circling the appropriate number on the continuum.

1	2	3	4	5	6	7	8	9	10
Poor	Below Average		Average			Above Average		Excellent	

2. Did the training program meet your expectations?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not Certain \_\_\_\_\_

3. Do you now feel prepared to co-facilitate the supplemental orientation program?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not Certain \_\_\_\_\_ Please explain.

(Space reserved for comment on questionnaire.)

4. Do you feel the co-facilitator training has developed a group spirit among the trainers?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not Certain \_\_\_\_\_ Please explain.

(Space reserved for comment on questionnaire.)

5. Do you feel the co-facilitator training has developed a team spirit between the co-facilitators who worked together?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not Certain \_\_\_\_\_ Please explain.

(Space reserved for comment on questionnaire.)

6. Do you feel the co-facilitator training improved your oral communication skills?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not Certain \_\_\_\_\_

7. Do you feel the training program improved your inter-personal relationship skills?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not Certain \_\_\_\_\_



## FACULTY PROGRAM EVALUATION

1. Did the training program prepare you to co-facilitate the supplemental orientation programs? Yes \_\_\_\_\_ No \_\_\_\_\_
2. What do you consider the strongest part(s) of the training process?  
[Space reserved for comment on questionnaire.]
3. What do you consider the weakest part(s) of the training process?  
[Space reserved for comment on questionnaire.]
4. Do you feel your training and experiences in the supplemental orientation program changed your attitude toward developmental studies students? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.  
[Space reserved for comment on questionnaire.]
5. Do you use any different teaching or counseling techniques because of your involvement in the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.  
[Space reserved for comment on questionnaire.]
6. Did the group spirit developed among the Co-Facilitators in the training program continue throughout the entire supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.  
[Space reserved for comment on questionnaire.]
7. Did the team spirit developed between the Co-Facilitators during the training program continue throughout the entire supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.  
[Space reserved for comment on questionnaire.]
8. What do you consider the strongest part(s) of the supplemental orientation program?  
[Space reserved for comment on questionnaire.]
9. What do you consider the weakest part(s) of the supplemental orientation program?  
[Space reserved for comment on questionnaire.]



10. Do you think a supplemental orientation program should be continued to aid new developmental studies students? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain.

[Space reserved for comment on questionnaire.]

11. Would you participate in a supplemental orientation program as a co-facilitator again? Yes \_\_\_\_\_ No \_\_\_\_\_

12. Do you think the supplemental orientation program aided in changing the students' attitudes toward achieving academic success in the community college? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain.

[Space reserved for comment on questionnaire.]

13. Do you think the supplemental orientation program aided in changing the students' attitudes toward receiving needed individual help to reach personal goals in the community college?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

[Space reserved for comment on questionnaire.]

14. Do you think the supplemental orientation program aided in changing the students' attitudes toward peer social acceptance at the community college? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

[Space reserved for comment on questionnaire.]

15. Do you think the supplemental orientation program aided in changing the students' attitudes toward the developmental studies program?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

[Space reserved for comment on questionnaire.]

16. Do you think the supplemental orientation program aided in changing the students' attitudes toward the developmental studies faculty?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

[Space reserved for comment on questionnaire.]

## PEER COUNSELORS' PROGRAM EVALUATION

1. Did the training program prepare you to co-facilitate the supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_  
Unsure \_\_\_\_\_
2. What do you consider the strongest part(s) of the training program?  
  
(Space reserved for comment on questionnaire.)
3. What do you consider the weakest part(s) of the training program?  
  
(Space reserved for comment on questionnaire.)
4. Did the group spirit developed among the co-facilitators in the training program continue throughout the entire supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_  
Not Certain \_\_\_\_\_ Please explain.  
  
(Space reserved for comment on questionnaire.)
5. Did the team spirit developed between the co-facilitators in the training program continue throughout the entire supplemental orientation program? Yes \_\_\_\_\_ No \_\_\_\_\_  
Not Certain \_\_\_\_\_ Please explain.  
  
(Space reserved for comment on questionnaire.)
6. What did you consider the strongest part(s) of the supplemental orientation program?  
  
(Space reserved for comment on questionnaire.)
7. What did you consider the weakest part(s) of the supplemental orientation program?  
  
(Space reserved for comment on questionnaire.)

8. Do you think a supplemental orientation program should be continued to aid new developmental studies students?  
Yes \_\_\_\_\_ No \_\_\_\_\_

(Space reserved for comment on questionnaire.)

10. Do you think the supplemental orientation program aided in changing the students' attitudes toward achieving academic success in the community college?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

(Space reserved for comment on questionnaire.)

11. Do you think the supplemental orientation program aided in changing the students' attitudes toward receiving needed individual help to reach personal goals in the community college? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

(Space reserved for comments on questionnaire.)

12. Do you think the supplemental orientation program aided in changing the students' attitudes toward peer social acceptance at the community college? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain.

(Space reserved for comments on questionnaire.)

13. Do you think the supplemental orientation program aided in changing the students' attitudes toward the developmental studies program? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

(Space reserved for comment on questionnaire.)

14. Do you think the supplemental orientation program aided in changing the students' attitudes toward the developmental studies faculty? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

(Space reserved for comment on questionnaire.)

15. Do you think this type of orientation helped new students more in their school adjustment than the type of orientation you received as a freshman? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain.

(Space reserved for comment on questionnaire.)

**The two page vita has been  
removed from the scanned  
document. Page 1 of 2**

**The two page vita has been  
removed from the scanned  
document. Page 2 of 2**

A DESCRIPTION OF THE EFFECTIVENESS OF A DEVELOPMENTAL STUDIES  
SUPPLEMENTAL ORIENTATION PROGRAM IN CHANGING SPECIFIC  
ATTITUDES OF HIGH RISK COMMUNITY COLLEGE STUDENTS

by

John Harvey Wheeler

(ABSTRACT)

The primary objective of this study was to determine what effect a developmental studies supplemental orientation program had on high-risk community college students' attitudes toward (a) academic achievement, (b) receiving needed individual help to reach personal goals, (c) peer social acceptance, (d) the developmental studies program, and (e) the developmental studies faculty. The effectiveness of the program was examined across time according to the facotrs (a) total group, (b) sex, (c) race, and (d) co-facilitator assignment. An attitude questionnaire and a follow-up questionnaire were used to record changes that occurred in the five selected attitude areas. The attitude questionnaire was administered prior to the beginning of the treatment period (pretest), immediately following the ten hour treatment program (posttest), and five weeks after the treatment had been completed (post posttest). The follow-up questionnaire was administered in the tenth week of the fall quarter.

The supplemental orientation program (supplemental to the regular college orientation program) was a ten hour treatment divided into two successive one-half day meetings (4 hours each) held prior to the beginning of the quarter and two one-hour meetings held during the first two weeks of school. Thirty-nine first quarter, full-time developmental studies students volunteered and were divided into four small groups.

Prior to the ten hour supplemental orientation program, volunteer faculty and former developmental studies students were trained to co-facilitate the small group exercises incorporated into the treatment. The objectives of the thirty-one hours training program were (a) to develop facilitating and processing techniques for the specific exercises used in the treatment program, (b) to develop a group spirit among the trainers and a team spirit between the co-facilitators, and (c) to improve interpersonal relationship and oral communication skills. According to a follow-up questionnaire used twice during the research period, the trainees felt the training objectives were achieved.

The results of the attitude questionnaire indicated the treatment had a positive effect on the participating students' attitudes (pretest to post posttest) on all five variables.

Attitude scores increased sharply during the treatment period (pretest to posttest) and leveled off or declined slightly after the treatment period (posttest to post posttest). The results of the MANOVA (Clyde, 1969) indicated significant linear trends ( $p < .001$  to  $.035$ ) and significant quadratic trends ( $p < .001$  to  $.002$ ) on all five variables. The positive effect of the treatment was supported by the findings from the students' follow-up questionnaire (64 percent to 77 percent agreement). Female students and white students benefited more from the treatment than their counterparts. A significant difference between males and females occurred with regard to their attitude toward the developmental studies faculty ( $p < .036$ ). Former developmental studies students had more effect on participating students' attitudes than did faculty. The co-facilitator assignment did not significantly influence the test results.

The researcher recommends that a revised supplemental orientation program consisting of the original ten hours plus informal meetings throughout the fall quarter be established. The researcher also recommends greater use of trained former developmental studies students be incorporated into the developmental studies program.