INFLUENCES OF AN INTEGRATED TEACHING MODEL AND SELECTED BACKGROUND CHARACTERISTICS ON DEVELOPMENTAL STUDIES STUDENT ACHIEVEMENT IN A COMMUNITY COLLEGE

by

Stuart C. Werner

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APPROVED:

Don. G. Creamer, Chairman

Thomas C. Hunt

Timothy Z. Keith

Elizabeth H. Koball

Samuel D. Morgan

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(ABSTRACT)

It has been established that prior academic achievement influences persistence in college and that poorly prepared students are less likely to persist. The effect of counseling on underprepared students was investigated because this form of active involvement was considered a key element in the retention of developmental studies students in open-access community colleges. Since standard instructional efforts to remedy basic skill deficiencies have yielded inconsistent results, an integrated teaching model was introduced. It was believed that the academic challenges experienced by basic writing students could be moderated by structured counseling support available in the classroom throughout the transition to college composition.

This research investigated the relationship between successful completion of a developmental writing course and student GPA in college composition. Since students in both treatments were considered to be lacking prerequisite skills for college composition, a median computed from placement test scores was used to categorize levels of underpreparedness. The subjects were 118 students enrolled in developmental

English courses. The typical student was a young, white, male, enrolled for the first time at his local community college. After placement testing he was considered moderately underprepared for college composition.

The relationship between basic writing treatment sections and grades, and between levels of underpreparedness and grades were analyzed using three Chi-Square tests of independence. These data revealed no significant relationship between grades in English 001 and teaching models, or levels of underpreparedness. It was noteworthy that 75% of the basic writing students from either treatment were successful in English 001 reflecting the overall quality of developmental instruction. Of the students categorized extremely underprepared, 69% succeeded, compared to 79% of the moderately underprepared students. This non-significant finding might suggest a need to reconsider placement test categories.

Of 118 students, 89 were prepared to enter English 111 but only 71 registered for the course. A Chi-Square test of independence comparing English 001 teaching models and future enrollment in English 111 showed that there was not enough evidence to suggest that students were more likely to register because of the counselor's influence in the classroom. A *t*-test comparing teaching models and future grades in English 111 revealed that the integrated teaching model did not significantly influence student GPA. In summary, 66% of the with counselor (WC) students versus 46% of the teacher-only (TO) students succeeded in developmental studies and persisted through registration for college composition. Despite the absence of a statistically significant finding, community college counselors might consider more classroom-based roles if these activities can help strengthen the visibility and image of student development services.

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CHAPTER 1.

Introduction

It is well known that open admission colleges require students to participate in placement procedures to register for course work in English. Based on the results of these tests, large numbers of students enter college lacking prerequisite skills. Although remedial courses have existed for more than a century, community colleges have increased their commitment to basic skills instruction since the 1960s. In addition to commitment, community college faculty and counselors have broadened concern for the whole individual, incorporating research from humanistic and developmental psychology as it applied to teaching the underprepared adult student. Perhaps because of these broad-based concerns, no single measure of program success has been advanced in the literature.

Developmental studies in community colleges differ from traditional remedial courses by addressing both academic and interpersonal skills. Therefore, many educators have resisted evaluations based on solely academic measures and assessed their program's worth based on value-added qualities such as mastery of individualized course objectives and improved student self-concept (Vaughan & Templin, 1987). While these outcomes are consistent with the community college's mission to provide adult and continuing education, persistence in college and student grade point averages (GPA) remain as enduring evaluation standards. Recently, public higher educational institutions have received increased scrutiny from legislators concerned with the cost-effectiveness of extending open access to underprepared students. Programs have been

criticized for duplicating high school content and a failure to enable students to progress beyond the remedial/developmental experience. Subsequently, community college administrators have been pressed to deliver greater results from fewer resources.

The Problem Statement

Based on assessments conducted by the State Council of Higher Education in Virginia (SCHEV) and the Joint Task Force on Remediation (1989), it is apparent that the Virginia Community College System (VCCS) must attempt to remediate more students more successfully to support the goal of open access to higher education in the Commonwealth. Also, it is evident that students requiring less remediation (one course, rather than two or three) are more likely to progress from developmental studies into college-level general education and disciplinary courses (Cross, 1976; Reddy, 1985).

Although the responsibility to provide student services has always been the counselor's primary duty, the VCCS has challenged counselors to "strengthen the visibility and image of student development services" by developing new models and roles (VCCS Deans and Provosts, 1991, p. 2). Additionally, The Joint Task Force on Remediation (1989) has mandated sweeping changes in developmental studies instruction and assessment. Upon a closer analysis, it can be seen that student development services and developmental studies share more than a common concern for the individual. Unfortunately, it is the criticism leveled at both programs which questions their basic purposes, and asks what specific effects do they produce (Richardson & Bender, 1987).

The literature does not reflect a substantial amount of research related to successful teaching models for students with weak basic skills. Furthermore, the discussion of a skill level below which the community college will not remediate has been deemed contradictory to the open admission philosophy. Because negative stereotypes persist, sometimes based on empirical findings, it appears that we know more about teaching techniques that do not produce academic outcomes. The problem is to determine whether an integrated teaching model, requiring new counselor roles, can produce measurable results that are of value to the student and to the institution.

The Purpose of the Study

The purpose of this study was to determine the value of pairing counselors and developmental writing faculty in the classroom to prepare basic writers for college composition. Specifically, this study was designed to compare two different teaching models used in developmental writing instruction on the Manassas Campus of Northern Virginia Community College (NVCC) from 1982 -1984. The treatment teaching model, using counselor collaboration, was analyzed in relation to the standard, teacher-only model utilized throughout NVCC. Although relatively few basic writing students progress beyond developmental course work, it is unclear which teaching models are more effective. All too often authors have described programs and practices without research documentation (Trillin, 1980). Therefore, an abundance of comprehensive models have been advanced, but there is little empirical research evidence of program success or failure. Furthermore, research within the Virginia Community College System (VCCS) rarely compares distinctly different teaching models.

Although NVCC follows student progress from developmental instruction through the College's curricula, these current tracking studies tend to ignore significant differences in both instructional delivery systems and student background characteristics. For example, one recent study combined data for courses representing developmental studies students whose first language was English (basic readers and writers) with data for developmental studies students in courses for speakers of English as a second language (ESL). While these results confirmed the Institution's effectiveness for all developmental studies instruction, individual approaches and varied student abilities were not revealed (NVCC, 1989-1991). Therefore, the purpose of this research was to determine the value of pairing counselors and developmental writing faculty in the classroom to prepare basic writers for college composition.

Research Questions

The questions posed in this study were: (a) Did developmental studies students in English 001 sections, supplemented by counseling, succeed more often than English 001 students in teacher-only sections? (b) Did moderately underprepared English 001 students succeed more often than extremely underprepared students? (c) Did successful English 001 students, supplemented by counseling, register for English 111 more frequently than students from teacher-only sections? (d) Did successful English 001 students, supplemented by counseling, complete English 111 with higher grades (GPA) than English 001 students from teacher-only sections?

Research Hypotheses

1) Academic performance in English 001 (measured by grades; Satisfactory, Unsatisfactory/ Re-Enroll/ Withdrawal) and treatment are independent.

2) Student preparedness for English 001 and treatment are unrelated. (Note: Moderate or extreme underpreparedness categories were based on a median computed from English placement test scores.

3) For successful English 001 students, future enrollment in English 111 and treatment are independent.

4) For successful English 001 students, future English 111 grades and treatment are independent.

Background

Although the benefits of an integrated teaching model have been confirmed for faculty and counselors (Bizzaro & Werner, 1985; 1987; Epps, 1980; Gamson & Associates, 1984; Wheeler, 1977), the effects of this collaboration on basic writing students' academic achievement has not been established beyond the "Project Intertwine" study (Bizzaro, Giacofci, Grizzard, Reynolds & Werner, 1981). Furthermore, the influences of this model have not been compared with the standard, teacher-only approach to developmental studies instruction used in the same institution.

This study is grounded in the student development theories first espoused by Sanford (1962), and subsequently applied to professional practice by Parker (1978) and others (Creamer, 1981; Knefelkamp, Widdick & Parker, 1978; O'Banion, Thurston & Gulden, 1970; Strange & King, 1990). Stage (1991) identified common elements in theories related to student development and focused on the importance of balancing challenges and supports in the collegiate environment. Specifically, theories related to the adult life-span have provided a foundation for student affairs practitioners to build new models based on instructional roles that differ from the profession's traditional service-orientation.

The integration of counseling strategies in the developmental studies' classroom also was grounded in research concerning "the strong reciprocal relationship" (Purkey, 1970, p. 32) between academic achievement and a positive self-concept (Anderson, 1985; Cross, 1976; Roueche & Kirk, 1973; Roueche & Snow, 1977). Although, Maxwell (1979) reported that there was little evidence to support the claim that underprepared students evidenced lower self-esteem than better prepared students,

Purkey insisted that the data simply were not clear which came first; school failure or negative self-concept. In any event, it would be difficult to equate placement in a basic writing course with academic success. From this perspective, the counselor's primary responsibilities in the classroom were to address both the fear of making errors in writing, as well as the problem of having something to write about (Shaughnessy, 1977).

Community colleges have done a great deal to promote and provide opportunities for students who during previous generations might not have been considered "college material" (Deegan, Tillery & Associates, 1985, p. 27). For many students, the community college represents a second chance to pursue studies that they had difficulty with in the past. Community colleges offer admission to students, not dependent on prior academic accomplishment, personal economic resources, or the need to leave their present home or job. In this way, the availability of increased access to postsecondary study is believed to be one of the institution's primary purposes.

Assumptions

It was assumed that the community college shared characteristics of both secondary and postsecondary environments. In recognition of this broad range of scholastic ability, one must accept that some "streaming" of students is essential in open-access community colleges.

It was assumed that for underprepared students, learning for meaning was more effective than rote memorization, and that active learning experiences were more productive than passive (McKeachie, 1962). Because it was believed that students could

benefit from activities focused on recognizing individual strengths and building self-esteem, participants were asked to contribute personal perspectives and experience to oral and written classroom assignments.

It was assumed that each student's participation in structured group activities was voluntary. Before each exercise, in every class, a professional counselor introduced the task as an optional portion of the course requirements in keeping with the American College Personnel Association's position on the use of group experiences in higher education (ACPA, cited in Cross, 1976, pp. 241-249).

Prior Research

Prior research has confirmed the inadequacy of using traditional counseling and instructional approaches for underprepared students (Ahrendt, 1987; Donovan, 1985; Matson & Deegan, 1985). It was significant that the literature reviewing programs at either end of the educational spectrum (pre-elementary v.s. post-secondary) shared four important commonalities. Research tells us that (a) programs tend to identify which students need assistance, rather than how they are to be helped (Anderson & Pellicer, 1990; Moore & Carpenter, 1985; Roueche, 1968; Rounds & Anderson, 1986); (b) programs are not integrated with the school or college curriculum (Anderson & Pellicer, 1990; Cohen, 1987; Matson & Deegan, 1985; Provosts & Deans, 1990); (c) programs stress the individualization of course materials (Anderson & Pellicer, 1990; Cross, 1976; Donovan, 1985; Maxwell, 1979; Roueche & Pittman, 1972; Roueche & Snow, 1977; Vaughan & Puyear, 1972); (d) course content often is considered diluted in terms of grade level/college level content (Anderson & Pellicer,

1990; Clowes, 1979; Moore, 1983; Roueche & Kirk, 1973). The fact that pre-school programs were more effective for moderately underprepared students than for other students enrolled was minimally supported in this review of postsecondary literature (Reddy, 1985). Notwithstanding, it seemed common knowledge that even the community college's most effective approaches are unlikely to remedy years of academic deficiencies in just one or two semesters.

Much of the research to date centers on broad-based, summative efforts aimed at assessing institutional and program effectiveness (Abraham, 1992; Boylan & Bonham, 1992; Bossone, 1966; Joint Task Force on Remediation, 1989; Kulik & Kulik, 1991; Lederman, Ribaudo & Ryzewic, 1985; NVCC, 1988-1989; NVCC, 1989-1991; Pascarella & Terenzini, 1991; VCCS, 1989-1991). In contrast, Gruenberg's (1983) national survey established specific "features of basic skills programs [that were] vital to success: effective tutoring program... support services... small groups... student-teacher ratio... college-wide commitment... dedicated teachers" (1983, p. 2).

Recent studies concerning the student affairs function and its impact on college students focused attention on concepts that were difficult to attribute only to the college experience or an experimental treatment therein (Heubner & Lawson, 1990; King, 1990; Miller & Winston, 1990). This was also true of research addressing instructional student affairs interventions (Stonewater & Daniels, 1983; Whiteley & Associates, 1982). Roueche and Kirk's (1973) research established that developmental studies' students often were unaware of student personnel services. Certainly the ability to isolate factors and causes attributed to counseling was diminished further

when one recognized the brevity and sporadic contact most students had with college advisors (Friedlander, 1981; Kriner & Shriberg, 1992; Moore & Carpenter, 1985).

Donovan's (1985) survey of research recognized progress in five major areas of developmental education: "instruction and counseling, program administration, in-service programs, educational collaboration, and assessment" (pp. 107-115). While this source acknowledged numerous advances, Donovan's belief that breakthroughs (Writing Across the Curriculum, mastery learning, and instructional technology) would be sustained was not supported in current sources (Almeida, 1990; Ahrendt, 1987; McGrath & Spear, 1991). Similarly, institutional resources allocated for developmental programs also have shifted in directions contrary to Donovan's optimistic outlook.

At present, there is an emerging body of criticism leveled at newer, learner-centered and individualized delivery systems that were once considered innovative approaches (McGrath & Spear, 1991; Moore & Carpenter, 1985; Richardson, Fisk & Okum, 1983). Regrettably, much of this scholarship has focused attention on the failure of developmental studies instruction and counseling without identifying alternative, more appropriate and more effective models. This is particularly troublesome considering the increased competition for funding evident in all public postsecondary settings. At a time when administrators are searching for less expensive delivery systems, the value of nontraditional programs, requiring significant staffing and time commitments, is also held in question.

Limitations

In 1988, the Virginia Community College System (VCCS) converted to a semester calendar. Despite the restructuring of the College's calendar, only data computed on the VCCS quarter system were reported for this investigation. Specifically, this study utilized a sample drawn from students enrolled in English 001, Verbal Studies Lab from 1982-1984. This developmental English course was a five-hour, quarter credit course offered throughout NVCC's multi-campus service area and throughout the VCCS. Because placement in English 001 was the result of a low placement test score, this measurement and any statistical gain may need to be interpreted with sufficient comparison group data to control for regression toward the mean.

Since the treatment model has been used for more than ten years, a limitation of this study is that students were placed in English 001 based on measures that no longer are used by NVCC: The English Qualifying Exam (EQE), The Nelson-Denny Reading Test (N-D). Similarly, English 001, Verbal Studies Lab has been replaced by Preparing for College Writing I and II. This two course developmental writing sequence represents a total of ten semester credits.

During this study, the Manassas Campus offered basic skills instruction within an existing academic department. While the significance of this administrative structure is evident, for the purpose of this research, the pairing of a counselor and an English faculty member in the Manassas Campus' developmental studies classroom is of primary importance. Nonetheless, it is acknowledged that arguments and evidence exist to support the use of a separate developmental studies division (Hecht & Akst, 1980; Roueche & Kirk, 1973).

Moreover, it is advised that the results of this study should be generalized only to student populations representing demographic profiles similar to the treatment and comparison group samples. Background characteristics, and pre and post measures will be discussed further in Chapters 3 and 4.

Definitions

For the purpose of this investigation, students enrolled in English 001 at NVCC are referred to as basic writing students, despite differing terms used in the literature. Basic writers present complex and interrelated deficiencies requiring comprehensive program objectives. This complexity suggests that both cognitive and affective characteristics may influence learning outcomes for the basic writer. It can be argued that most community college students present similarly complex profiles, and lack prerequisite learning skills. Nevertheless, from this perspective, it must be remembered that basic writing students have been denied access to college level composition and curricula because of academic deficiencies identified through placement scores produced on both locally developed and standardized tests.

Basic, remedial, and developmental: The terms basic, remedial, and developmental have been used to describe courses of study designed to prepare students for college level content in postsecondary institutions. Shaughnessy (1977) advanced the use of the terms "basic writing" in the literature, and acknowledged that others might call the same content either remedial or developmental writing (p. 4). Cross (1976) also traced the history of this terminology and underscored the importance of their divergent meanings. Building on this foundation, Bizzaro (1981) presented a

succinct appraisal and suggested that, "While 'basic writing' was a good catch-all, in the final analysis it does not describe what changes should be expected in the student or what concerns should be addressed by the instructor" (p. 7).

Furthermore, he stated, "While 'remediation' refers to what must go on... if the student is to grasp the basics of writing, 'developmental' includes a concern for the student as an entire person and makes a commitment to maintaining an environment conducive to the growth of that person's self-awareness" (pp. 7 - 8). Because of a desire for another good catch-all, the author chose to use the term "underprepared" to reflect basic, remedial, and developmental students (Moore & Carpenter, 1985, p. 95). The term remedial, although somewhat insufficient, is used to convey the views of other authors presented in this proposal.

Grading system: Satisfactory- The "S" grade is awarded for satisfactory completion of developmental studies course requirements. Unsatisfactory/Re-Enroll- A "U" means that the student was not making satisfactory progress, and an "R" means that the student was making satisfactory progress but did not complete all the course objectives. Withdrawal- A grade of "W" is awarded if the student withdraws from a course after the add/drop period. There is no grade point credit awarded for any of these grades (NVCC, 1992-1993, p. 23).

Collaboration: Rosenholtz's defined collaboration as "the extent to which teachers engage in help-related exchange" (Smith & Scott, 1990, p. 4). Therefore, the use of this term requires consideration of a continuum that includes endpoints; working together very little, and working together very much. From this perspective, this collaborative effort resulted in a significant amount of professional interchange.

It is important to distinguish this so-called collaborative relationship from the literature specific to interdisciplinary teaching (White, 1981). For example, in this study's model, the collaborating teacher was responsible for course content, whereas the counselor was present primarily to reinforce the instructional goals of the course. In this way, counseling was integrative, and not additive in terms of course content. Teaching was not a team effort in the sense that the teacher and counselor shared equally in course leadership. Rather, only the teacher directed the course's requirements and grading. Moreover, the counselor's role was adapted to the faculty member's teaching style and the personality of the class.

Need for the Study
Developmental/Remedial Instruction

Most entering students in Virginia's open-door community colleges need some form of remediation (Joint Task Force on Remediation, 1989). Since the Commonwealth's legislators and the State Council of Higher Education have relegated "the major portion" of remedial instruction to the two-year college setting, Virginia's public four-year colleges and universities have eliminated programs for underprepared students by identifying "a common basic skills floor below which [they] would not remediate" (Joint Task Force on Remediation, 1989, pp. 19, i). Consequently, the VCCS has been required to increase commitment to basic skills instruction (Brown, 1992).

To comply with recommendations of the Joint Task Force on Remediation (1989), the VCCS reviewed developmental studies' programs as a part of a larger Student Assessment Report (1989-1991) submitted to the State Council of Higher Education in Virginia (SCHEV). Overall, concern was expressed about the growing

number of developmental studies' students, placement testing procedures and appropriate cut off scores. Tracking studies and attempts to correlate placement test scores with performance in developmental and subsequent college-level courses were reported to be operational in most of the reporting institutions. When data were presented, they reflected only limited success for approximately half of all students placed in developmental studies' courses.

Excluding the aforementioned studies conducted by NVCC and the VCCS, the research most closely related to the focus of this study was Craig's (1972) survey of the effectiveness of three developmental studies programs on urban campuses in the VCCS. Craig concluded that these programs "did not make a significant difference on the academic achievement of developmental students when compared to high risk students who chose not to enter developmental programs" (p. iii). Craig recommended that, "College programs which have been identified through other research as successful should be compared with the institutions of this study to determine what differences there are in the two groups of programs. Elements which build toward success should be identified" (p. 53).

Reddy's (1985) study of underprepared students in a private, four-year college was relevant to this investigation's interest in levels of academic underpreparedness. Specifically, Reddy found that better prepared students (based on indicators such as; high school rank, high school GPA, and standardized test scores) earned higher college GPAs and tended to persist for more semesters than underprepared students.

Longitudinal analyses that attempt to track student progress were also informative. Palmer (1990) reviewed this literature and concluded that although data

were available, the application of research to "inform discussions of how colleges can foster student persistence and achievement (p. 19)" was still relatively untested. More specifically, Sieracki (1991) surveyed attempts to develop and implement tracking systems in the VCCS and recommended the need for coordination of methods and the dissemination of computer resources.

In contrast to the aforementioned tracking studies, this research is needed because it will offer formative evaluation data relevant to those responsible for providing developmental instruction. While the value of the whole program may dominate the research interests of administrators and legislative observers of remedial/developmental delivery systems, the practical application of recent theory and the refinement of individual teaching methods may be lost if programs are lumped into generic categories for analysis.

Counseling

In the Joint Legislative Audit and Review Commission's (JLARC, 1990) analysis of the VCCS, the Virginia General Assembly recognized the importance of counseling. This study determined that students were generally satisfied with the System's counseling services. Furthermore, the legislature acknowledged that many respondents had not participated recently in formal education and more importantly, may have faced failure in previous school experiences (pp. 77-78). Unfortunately, this traditional conception of counseling services ignored many of the community college's changing institutional characteristics and the need to offer different services through up-dated delivery systems (Deegan, Tillery & Associates, 1985; Keyser, 1984).

Legislative praise notwithstanding, this same year, the Department of Personnel and Training in Virginia drafted specifications for paraprofessional counseling positions that inadvertently "caused considerable concern" within the VCCS (Spore, 1990, p. 1). Although it was maintained that these new personnel classifications were not developed to replace professional counseling positions, in effect this draft proposal required Deans and Provosts (1991) to study the status of student services in the VCCS. Four objectives were to be met by this study:

1. To describe the goals and role of the student development services as they integrate with and are central to the goals of the college;
2. To identify new models of student development services as well as guidelines for professional staffing;
3. To strengthen the visibility and image of student development services within the community college;
4. To establish clear directions for the future development of student development services in the VCCS. (Spore, p. 2)

Need for the Model

In consideration of these systemwide concerns, it is logical to identify attempts to integrate counseling with the community college's academic mission. Where integrated instructional models exist in practice, their influence on student achievement should be assessed in relation to student background characteristics. If integrated models yield different outcomes compared to standard instructional approaches, then the added value of these efforts must be weighed against the need to provide increased services throughout the institution. Certainly, the impact of decreased resources for the VCCS, coupled with an increased demand for student services and course work will necessitate clearer role definitions for counselors (Weiss & Gliddan, 1986).

While many authors promoted the fundamental utility of the counseling role (Astin, 1985; JLARC, 1990; Robbins, 1982; Roueche & Snow, 1977; Thurston & Robbins, 1983; Trillin & Associates, 1980), still others reported that standard, centralized counseling approaches were inadequate for remedial/developmental studies' students (Bushnell & Zagaris, 1972; Clark, 1980; Friedlander, 1981; Garni, 1980; Matson & Deegan, 1985; Moore, 1976; Roueche & Kirk, 1973). Overall, the counseling role suffers from ambiguity (Coll & House, 1991; Keim, 1988). From this perspective, administrators and legislators are asking, "What exactly do counselors do and how can it best be measured?" Subsequently, if influences of an integrated teaching model can help students and change the image of counseling, then the future direction of VCCS student development programs, might include more instructional roles.

Because of changing characteristics in the student population, and the continuing challenge of the open-access admissions philosophy, many authors have called for an on-

going analysis of both teaching methods and learning outcomes (Astin,1985; Eaton, 1988; Moore & Carpenter, 1985; Schlossberg, Lynch & Chickering, 1989; Terenzini & Pascarella, 1991). This research is necessary to confirm or deny the efficacy of an integrated teaching model that the Fund for the Improvement of Postsecondary Education (FIPSE) considered a "liberating" teaching approach for underprepared students in the community college (Gamson, 1984).

Organization of the Study

Chapter one outlined prior research supporting the need to study an integrated developmental studies' teaching model, based on counselor collaboration.

Chapter two presents a review of the literature summarizing the causes of underpreparedness, instructional processes used in remedial and developmental education, and the effects of extending open access to postsecondary education. In addition, this chapter contains a comprehensive survey of the outcome measures used to assess program success. Chapter three describes the methodology that was used to conduct this study. The sample population, research design, instrumentation, and statistical analysis are also discussed.

Chapter four is devoted to a formal analysis of these data. The purpose of this chapter is to provide an answer to each research question. Finally, Chapter five includes a summary of the research findings, conclusions, and recommendations for future study.

Chapter 2.

Literature Review

Programs to develop academic skills in underprepared students have existed in colleges for quite some time (Cross, 1976; Deegan, Tillery & Associates, 1985; Gruenberg, 1983; Maxwell, 1979; Trillin & Associates, 1980). There was a limited but expressive literature concerning the problematic transition from school to college until the early 1970s when college enrollments and the literature increased significantly. These "boom years" saw large numbers of high risk students enter college lacking prerequisite academic skills. At that time, Roueche and Kirk (1972) documented "the unwillingness of colleges and universities to provide effective programs for these students" (p. 2). Consequently, although remedial efforts have endured, overall, they have been judged ineffective. A summary of this literature can be divided into five areas of concern: (a) the causes of underpreparedness; (b) the processes used to remedy academic skill deficiencies; (c) the effects of extending access to underprepared students; (d) outcome measures used to evaluate program effectiveness; and (e) counseling models for underprepared students .

Causes of underpreparedness

From this review, it appeared that the changing perception of the cause, or causes, of low academic achievement might best be linked "to admission policies and the nature of students served by colleges of a given era" (Cross, 1976, pp. 24-31). While this perspective can be considered reductionist, it implies a relation between the base of

education required by society, and student input; including both academic aptitude and motivational factors. For example, current explanations of underpreparedness must recognize that both low ability and underachieving students, representing recent high school graduates and "returning" adults, will pursue postsecondary study to compete better in the workforce.

Instructional processes

Any discussion of the instructional processes used in remedial, developmental, or basic skills education can be considered from an interdisciplinary viewpoint, because of the complexity of underprepared student needs. Roueche and Snow (1977), Maxwell (1979), and Trillin and Associates (1980) confirmed characteristics related to successful programs and developed working models for the diverse, underprepared student populations in open-admissions colleges. Donovan (1985) stated that "virtually every observer of developmental education" focused on the need to individualize instructional approaches and consider "collaborative or interactive learning" (p. 108-109).

More recently, Ahrendt (1987) and McGrath and Spear (1991) contributed to the literature considered critical of developmental instructional practices in community colleges. From this perspective, the promises made by developmental educators have not been fulfilled. Furthermore, these authors and others traced the change in teaching methods as a shift from "texting" (connecting reading comprehension and writing to be understood) to "biting" (the overuse of expressive writing and multiple-choice prompts to produce fragments of disconnected information) (Richardson, Fisk & Okum,

1983). In fact, this shift replaced old-fashioned drills and exercises with watered-down activities based on personal expression. Subsequently, both past and current methodologies (e.g. memorization, recitation, Writing Across the Curriculum) were criticized for their failure to prepare students for the rigor of academic discourse.

Effects of open access

The effects of open access to postsecondary study for underprepared students are also complex and can be considered from conflicting, yet often interrelated perspectives. Although distinctly different analyses were reported, overlapping study variables were noted. Because the relationship between teaching and learning was of primary importance to this review, the effects of open access within the community college were separated from external social/societal, economic/political and philosophical viewpoints.

Faculty, in open-door institutions, voiced a contradictory mixture of general optimism and specific criticism. On one hand, faculty appeared to enjoy the opportunity to innovate in this relatively uncharted domain (Bizzaro, 1980, 1981; Hoban,1983; Maxwell, 1979; McCadden, 1983; Trillin & Associates, 1980). But, on the other hand, faculty were frequently considered demoralized by the combination of heavy courseloads, large classes, and mediocre retention rates (Ahrendt, 1987; Deegan, Tillery & Associates, 1985; London, 1980). Published profiles suggested that faculty lacked occupational status, career mobility, and continued professional development (Cohen & Brawer,1984).

Proponents of a learner-centered stance, tended to state program goals according to each individual's need and, therefore, educational effectiveness was evaluated in value-added terminology (Cross, 1976; Elbow, 1973; Maxwell,1979; Roueche & Pittman; Roueche & Kirk, 1973; Roueche & Snow; 1977; Shaughnessy, 1977; Vaughan & Puyear, 1972; Vaughan & Templin, 1987). From this literature it seemed that as the need for developmental/remedial courses expanded, the purposes attributed to these courses also grew.

Authors addressing the societal implications of open access challenged the "tracking" function of the community college and the stratification associated with programs designed for non-traditional or high risk student populations (Brint & Karabel, 1989; Clark,1980; McGrath & Spear, 1991; Moore, 1976; Richardson & Bender,1987; Zwerling,1976). Similarly, the economic/political agenda considered issues such as cost-effectiveness, program quality, availability, and duplication in public higher education (Joint Task Force on Remediation, 1983, 1987; Joint Legislative Audit and Review Commission, 1990; McGrath & Spear, 1987; Puyear, 1987).

In summary, many sources merged external social, economic, and political concerns with a philosophical perspective. Basically, these arguments weighed the promise of the egalitarian mission against higher education's historic emphasis on academic achievement (Almeida, 1990; Eaton, 1988; Garmon, 1990; McGrath & Spear,1991; Roueche, Baker & Roueche, 1987; Vaughan, 1987). Of the available research, Adelman's (1992) The Way We Are, based on the National Longitudinal Study of the High School Class of 1972 (NLS-72) data offered surprisingly succinct findings

devoid of the "hocus-pocus analyses of secondary sources" forwarded by the community college's critics (p. 26). While it would be inappropriate to reduce this study to a single concluding statement, it is important to recognize that "the relationships between most community college students and their institutions were too brief to have much impact beyond the classroom" (Adelman, 1992, p. 11).

Outcome measures

Remedial/developmental programs rely on a diverse array of formative and summative evaluation procedures to report program effectiveness. More than a decade ago, Akst and Hecht (1980) concluded that little effort had been expended to produce a uniform standard for evaluation. Acknowledging an inability to reach consensus concerning appropriate outcome measures, Cross (1976) concluded that "academic performance is clearly the *sin qua non* for the validation of remedial courses..." (p. 37). Similarly, the validity of assessing program effectiveness in terms of outcomes other than academic was questioned because of rate-of-progress guidelines issued by state legislatures (Donovan,1985; Joint Task Force on Remediation, 1987). From this perspective, the literature was conclusive. It has been established that failure to progress beyond remedial, developmental, and basic skills course work was the norm (Moore,1976; Richardson & Bender,1987; Roueche, 1968; Zwerling, 1976). Furthermore, when community college program success was judged by college GPA, results were inconsistent across studies (Kulik & Kulik, 1991).

According to critics, the effect of the open/revolving door is a "story of declining standards, demoralized faculty, and poorly served students" (McGrath & Spear, 1991,

p. 9). Notwithstanding these discouraging conclusions, even among defenders it was apparent that standard remedial practices were inadequate (Hodgkinson, 1985; Maxwell, 1979; Schlossberg, Lynch & Chickering, 1989; Shaughnessy, 1977; Trillin & Associates, 1980). In recognition of the extreme challenges faced by both developmental students and developmental faculty, this literature review supported the need to involve counselors, or other concerned professionals to improve program quality in an environment suffering from substance and image problems (Bizzaro & Werner, 1987; Curran, 1972; Czarnecki & Ramos, 1975; Deegan, Tillery & Associates, 1985; Donovan, 1985; Gamson, 1984; Gruenberg, 1983; Maxwell, 1979; Robbins, 1982; Roueche, 1977; Roueche & Snow, 1977; Thurston & Robbins; 1983).

Counseling and Developmental Studies Instruction

In sources where counseling and the needs of underprepared college students were associated, there was a divided view of appropriate models and roles for professional practice (McGrath & Spear, 1987; Roueche & Snow, 1977; Shaughnessy, 1977; Trillin & Associates, 1980). On one hand, counseling was considered central, crucial, and critical to the development of basic academic skills in the student (Astin, 1985; Gruenberg, 1983; Roueche, 1977; Thurston & Robbins, 1983). On the other hand, critics viewed counseling as hand-holding, and claimed that inept counselors unintentionally fostered dependent relationships with students (Thurston & Robbins, 1983). For more than twenty years, improved models often were advocated and periodically implemented (Creamer & Dassance, 1986; Dassance, 1984-1985; O'Banion, Thurston & Gulden, 1970; Roueche & Kirk, 1973). The value of

developmental approaches was portrayed "as trying to accomplish different ends, by different means and for different reasons" than models focused only on remediation (McGrath & Spear, 1991, p. 50). Consequently, there was little consensus concerning measurable outcomes or consistent standards, and program evaluations rarely were reported in the literature.

Although community college counseling garnered both criticism and praise, there exists a widely held belief that the counselor's contribution has failed to be integrated with the academic mission of the institution. Creamer (1989) determined that community-college faculty did not value or support many student service activities because they failed to see "any meaningful connection" between these initiatives and classroom teaching (pp. 31-42). Similarly, McGrath and Spear (1991) and others believed that the "affinity" between counselors and developmental studies faculty was "not entirely benign" [because of counselors'] "ambiguous relation to the academic function" (p. 51). Conceivably, many faculty do not consider student development priorities consistent with the cognitive and academic purposes of the institution.

Providing student services has always been the counselor's primary duty in the community college, but this definition tends to ignore advances based on student development theory and the continued transformation of *in loco parentis* responsibilities. Because of a dominant, service orientation, attempts to meld innovative counseling roles with existing arrangements have been additive, and thereby spread thinner the available resources of the student affairs division. Critics have charged that by accepting a wide range of loosely related responsibilities, the student development services division lacks a clear identity. Today, the convictions of student

development educators compete with the enduring belief that counselors serve only as career or course advisors. Thurston and Robbins (1983) stated that "teaching and counseling [in the community college] are not the 'two world' enigma that they are in many four-year colleges and universities" (p. 3). However, related research suggests that community college faculty and counselors are often isolated from each other within their institutions (Cohen & Brawer, 1984; Creeden, 1989; Keim, 1988; London, 1980).

In Building Communities: A Vision for a New Century (1988), the Commission on the Future of the Community College "strongly recommended that faculty and counselors work in close collaboration" (pp. 30-31). Similarly, the publication Time for Results: The Governors' 1991 Report on Education cited the benefits of a collaborative work setting (Smith & Scott, 1990). These attempts to link academic and student affairs are especially noteworthy considering research findings that suggest "instruction flourishes when teachers collaborate" (Bennett, 1986, p. 67).

Many observers are aware of a profound distance existing between faculty roles and the student affairs function in community colleges. Further delineating role distinctions, VCCS counselors were designated "non-teaching faculty" (NVCC, 1990-1991, p. 6-7). Certainly, counselors do teach orientation classes and offer workshops wherein the general education component of the college is enhanced (Creamer, 1989; Kuh, Shedd & Whitt, 1987). Unfortunately, these activities are performed often lacking coordination with academic departments and the espoused goals of faculty in specific content areas (McGrath & Spear, 1991).

The publication, A Perspective on Student Affairs (NASPA, 1987) avowed that "the work of student affairs should not compete with and cannot substitute for the academic experience" (p. 9). More recently, a special edition of the NASPA Journal (Brown, 1989), focused on the gaps separating faculty, staff, and students in higher education institutions. This series of articles emphasized the existence of barriers, real or imagined, that blocked communication and stilted relationships between organizations, divisions, departments, and especially, individuals. While the source of this dilemma has been debated for decades, more recently, a decline in the conditions of community college education has been attributed to problems associated with the "access revolution" (Garmon, 1990; Schroeder, DiTiberio, & Kalsbeek, 1989, p. 14). As more and different students seek further education, disparate expectations of the purposes of postsecondary education have been voiced and the gaps have widened.

Few could deny that the promise of open access to postsecondary study has been the principle contribution of the community college. Critics have claimed that the terms equal opportunity and open access are only community college slogans. (Brint & Karabel, 1989, Clark, 1980; Olivas, 1979; Roueche & Baker, 1987; Zwerling, 1976). According to these observers, especially for poorly prepared students, the open door is more accurately, a "revolving door" (Cosand, In Medsker & Tillery, 1971, pp. 155-161; Roueche, Baker & Roueche, 1987). In the publication, Toward the Year 2000, the VCCS promoted increased access for underprepared students through marketing programs targeted to attract underserved populations including a large number of first-time college students, single parents, dislocated workers, part-time and adult students, and GED recipients (Committee on the Future of the VCCS, 1988).

However, by identifying only who was to be served, rather than how they were to be helped, many new students faced the same instructional strategies that had failed them in the past (Cross, 1976; Maxwell, 1979; Richardson, Fisk & Okum, 1983). Still others encountered watered-down course work based on personal expression and insufficient theory (McGrath & Spear, 1991).

In summary, it was abundantly clear that counseling was not, nor will it ever be a panacea for so-called high-risk or any other underprepared student euphemism recognized in the community college (Moore, 1976, p. 20). Despite an inability to cure all ills, Roueche and Snow (1977) related numerous "direct and indirect contributions" counselors were making in effective developmental education programs (pp. 9-17). Both Creamer (1981) and Robbins (1982) identified practical counseling applications for developmental studies instruction. Through these and other attempts to put theory into practice, counselors have been called upon to integrate new models of professional practice consistent with the goals of the community college (Parker & Lawson, 1978; Stage, 1991; Strange & King, 1990).

The historical purpose of developmental education has been to increase access to postsecondary study. Despite concerns for the whole student and the goals of humanistic educators, the success of programs to develop basic skills continues to be assessed by institutional enrollment data and measures of satisfactory progress. More often than not, counseling interventions have failed to integrate with the academic mission of the college. If the outcomes of community college counseling relate to mission statements other than academic (career planning, student development and adult continuing education), then the current priority of these institutional goals demands clarification.

Chapter 3.

Methodology

The purpose of this research was to determine the value of pairing counselors and developmental writing faculty in the classroom to prepare basic writers for college composition. To accomplish this, an integrated teaching model was created based on what was known about college student development and group processes as they related to the content of English 001, Verbal Studies Lab.

This treatment was contrasted with standard "developmental course[s] in composition designed for students who need help in all areas of writing to bring their proficiency to the level necessary for entrance into their respective curricula" (NVCC, 1981-1982, p. 123). Therefore, this study was designed to compare the influences, if any, of levels of student underpreparedness and two different models of developmental studies instruction on student achievement in basic writing courses. Secondly, this study compared these influences on successful English 001 students' registration for and grade point averages (GPA) in English 111, a required freshman composition course. In addition to student achievement, a tertiary consideration was student progress or persistence in subsequent curricular course work (total credits completed at NVCC).

Subjects

The subjects were 120 day-time students enrolled in developmental English courses called Verbal Studies Lab, English 001, at the Manassas Campus of NVCC from 1982-1984. A demographic profile of the sample is presented in Chapter 4. The

background study variables were selected from data collected from the NVCC application. These items included gender, ethnic origin/race, birthdate, and student benefits (financial aid). Although all NVCC applicants were asked to indicate an educational objective, this item was often omitted when students completed the form. Additional student information (first-time enrollment, placement test results, day-time registration, GPA, credits completed) were obtained from NVCC data bases.

The English 001 Teaching Models

The integration of counseling and the content of English 001 was accomplished using structured activities tailored to existing course objectives stated in the VCCS curriculum. The in-class assignments, facilitated by a counselor and an English instructor, were based on aspects of the group consensus model, and were sequenced to support academic and personal achievement through a cohesive classroom atmosphere (Bizzaro & Werner, 1985; 1987). The "Project Intertwine" model was described in a manual published through a grant from the Fund for the Improvement of Postsecondary Education (Bizzaro, Giacofci, Grizzard, Reynolds & Werner, 1981).

Each English 001 course required five hours weekly of instruction during an eleven week academic quarter. The treatment sections (WC) paired a counselor with a developmental English faculty member. Typically, the counselor organized class activities for an hour each week and remained present in the room for approximately, 2.5 hours each week.

In comparison, standard English 001 courses at the Manassas Campus (TO) were taught solely by developmental English faculty members and were convened for the same

number of classroom hours each quarter. Counselor contact with students in teacher-only sections of English 001 was limited to student-initiated appointments, teacher referrals to the counseling center, or concurrent registration in the one-credit hour Orientation class, General 100.

The counselor's contribution to the integrated teaching model evolved from a more or less packaged approach based on the Human Potential Seminars (McHolland, 1972) through Wheeler's (1977)"Teaming Up" approach. The model changed to enable the counselor and the teacher to participate in the classroom writing assignments. New topics related to career decision-making, academic goal-setting, and values clarification were introduced to establish individual student viewpoints before composing written course assignments. Bizzaro (1981) described the counselor's task as threefold: (a) to allay student fears about making errors; (b) to contribute "exercises" which help students find something to write about; and (c) to help students discover personal strengths, goals, and values (p. 16).

Elsewhere at Northern Virginia Community College (NVCC), three reports documented attempts to pair counselors and faculty modeled after aspects of the "Project Intertwine" approach (Bobolia, 1989; Carter, Maney, Miller & Monick, 1982; Hansen, 1983). Kulik and Kulik (1991) noted that [community] "colleges seemed better at setting up special programs for high-risk students than they were at maintaining effectiveness in these programs" (p. 9). Therefore, a substantive focus of this analysis was also the collaborators' ability to sustain effectiveness after the innovative phase of the project (late 1970s and early 1980s).

Research Design

The organization of this study was described by Akst and Hecht (1980) as a Cross-Group Comparison. Although this design is associated with remediated and exempted students, in this example, both treatment and comparison samples were drawn from the same developmental studies student population at the Manassas Campus. In this way, it can be assumed that both samples shared the same placement procedures, course objectives, and grading policies.

One hundred and twenty students with low English placement scores were selected for this study at the Manassas Campus of NVCC. English 001 teacher-only and with counselor treatments were randomly assigned to the groups. To concentrate on mostly first-time student enrollments, three day-time sections were selected each Fall quarter 1982, 1983, and 1984. Six WC treatment sections were compared to three TO sections to isolate variability due to a specific class. In this way, different teacher/counselor pairs and different teacher-only comparison sections were included.

Selected background characteristics for the two treatment groups were analyzed to establish the initial comparability of the subjects. Moderate (MOD) and extreme (EXT) levels of student underpreparedness were developed based on two categories using a median computed from placement test scores. These procedures confirmed the assertion that the two samples represented the Manassas Campus' developmental studies student population, rather than two intact non-equivalent groups.

Instrumentation

The two instruments used to test subjects were the English Qualifying Exam (Johnson, 1976) and the Nelson-Denny Reading Test (Brown, Nelson & Denny, 1973). Johnson's (1976) locally developed test was described in the doctoral dissertation, The Uses of Grammatical and Rhetorical Norms, Pedagogical Strategies and Statistical Methods in Designing and Validating a Composition Placement Instrument.

The English Qualifying Exam (EQE): For more than twenty years, including the three years of this study, English faculty representing NVCC's five campus system failed to reach consensus concerning appropriate placement tests. Johnson (1980) concluded that there were serious problems related to placing students in English composition classes at most two-year colleges. Three common solutions to this dilemma were discussed in the article "Assessing, Counselling [sic], Placing: Finding Out What Entering Composition Students Can Do." The first approach suggested that placement testing was not necessary because the community college's open admissions policies ensured a student's right to fail. A second option considered the Counseling Center's role in placement utilizing "the student's high school transcripts and possibly some battery of objective tests which measures goals and attitudes" (p. 235). In the third position, Johnson advanced the opinion that students best could be placed by the English faculty themselves using a locally developed test. The NVCC solution consisted of a locally developed, machine scored, 50- question, multiple-choice test drawn from hundreds of faculty-generated items that required approximately thirty minutes to administer. Each test question was assessed for overall quality concentrating on seven areas related to

actual NVCC student compositions: (a) Content (b) Organization (c) Overall Development (d) Diction (e) Style (f) Spelling (g) Mechanics. Johnson's (1976) unpublished doctoral dissertation described the statistical methods used to design and validate this instrument.

The most important feature of this objective test was that it efficiently placed students without requiring an individual writing sample. "The reliability of the test... was computed using the same formula used by the Educational Testing Service and other testing institutions. The reliability [was] .84 for test A and .83 for test B.... The validity for the English Qualifying Exam [was] established in two ways. Content validity [was] demonstrated by the fact that the original essays were collected from the spectrum of English composition course offerings and that these essays were used in constructing test items. Criterion-related validity [was] demonstrated in two ways: first student performance on the objective test was correlated with actual writing ability; second, performance on the objective test was used successfully to predict essay scores, thus providing cross-validation of the test's predictive validity" (Johnson, 1980, p. 238).

The Nelson-Denny Reading Test (N-D): During the 1980s, the Nelson-Denny Reading Test (N-D) (Brown, Nelson & Denny, 1973) was "probably the most widely used college level test" (Cooper, 1983, p. 18). In the article, "Use and Misuse of the Nelson-Denny Reading Test," Van Meter and Herrmann (1986-1987) criticized community colleges for failing to understand the limitations of this widely-used instrument. In the final analysis, the N-D was considered too difficult for many low-achieving students. Since N-D parts 1 and 2 were included in the Manassas Campus' placement testing process, these test scores also were used to categorize moderate

(MOD) and extreme (EXT) levels of underpreparedness when EQE test scores were not available.

Placement

At NVCC, a general assessment of each student's prior educational experience is conducted in an informal manner by the counseling staff. Unlike selective colleges or universities, a student's ability to benefit from community college instruction is not based on a review of high school transcripts or the results of standardized tests. Rather, during the student's initial campus visit, local placement testing is recommended, but not required, unless the student plans to register for a 100 level English course (Hughes & Nelson,1991; Rounds & Anderson, 1986).

Placement testing is conducted on an individual, walk-in basis during regular hours (day and evening) in each Campus' Learning Resource Center, after students have completed and returned the College's application form to the Admissions and Records Office. This procedure was a considerable improvement from the in-class testing format previously used at Manassas (Bizzaro, 1981).

Because placement testing was not mandatory, the examination procedure was often informal. Control of the testing environment varied particularly during peak registration periods. Most students took approximately an hour and a half to complete placement tests and were referred back to the counseling center for course recommendations. Although data were reported as interval measurements, tests were interpreted as categorical data by the Counseling staff.

English placement decisions were based on the 50-question EQE. English 001, Verbal Studies Lab, was the course required of students with low test scores (23 or below). Students with mid-range scores (24-29) were asked to write an essay to be evaluated by an English faculty member. The results of this evaluation could either validate the prior placement, or permit the student to register for English 001 or English 111. Most students with mid-range scores were required to elect a support course (Writing Lab) with English 111. Higher test scores (30-50) enabled students to register for English 111 without any restrictions. For the purpose of this analysis, N-D test scores were used to corroborate EQE placement results.

Analysis

Students in treatment and comparison sections of English 001, were categorized as moderately or extremely underprepared for college composition based on median scores computed from the English Qualifying Exam (EQE), and the Nelson-Denny Reading Test (N-D) data. These scores and selected background characteristics confirmed that the samples represented equivalent groups drawn from the same Manassas Campus developmental studies' student population.

Descriptive statistics were compiled using data drawn from the NVCC application, and student transcript data. A measure of student achievement was computed based on the grade earned in English 001 (S, U/R/W). The relationships between basic writing teaching models and grades, and between levels of underpreparedness and grades were analyzed using four Chi-Square tests of independence. Transcripts were used to determine the frequency of successful English 001 students registering for English 111,

English Composition. Another measure of academic performance was computed based on English 111 GPA (A,B,C,D,F/W). The treatment sections WC and TO were compared using an independent *t*-test. This analysis compared English 111 GPA for successful English 001 students across WC and TO teaching models. A measure of student persistence was computed using the total number of NVCC college-level credits completed by successful English 001 students at WC and TO, and at moderate and extreme LOU.

Summary

The literature reviewed in Chapter 2 demonstrated the need for more effective instructional approaches to help prepare students with basic writing skills for college level composition courses. Furthermore, a need was established for counselors to identify models of professional practice that were integrated with the community college mission. A survey of the outcome measures used to assess remedial/developmental program effectiveness was also conducted. Chapter 3 described this study's methodology, including, the sample population, research design, instrumentation, and statistical analyses. The results of the data collection and statistical tests are presented in Chapter 4. A summary, conclusions and recommendations based on these data follows in the 5th and final chapter.

Chapter 4.

Results

This research was proposed to analyze the influences of selected background characteristics and two different teaching approaches on developmental studies student achievement at a community college. A goal of this study was to investigate the relation between the use of an integrated teaching model and success in a basic writing course, and subsequent registration for and GPA in college composition. Two variables with two levels for each condition were analyzed: (a) different teaching models including teacher-only (TO) and with counselor (WC) and (b) levels of student underpreparedness including moderate (MOD) and extreme (EXT). The outcome measures were grades in English 001 (S, U/R/ W), and grades in English 111 (A, B, C, D, F/W). A discussion of student background characteristics is presented first. This includes the definition of moderate and extreme levels of underpreparedness. Following these data, the results of the statistical tests are reported. These results were analyzed as they related to the four research questions listed in Chapter 1.

Student Background Characteristics

The subjects were 118 students enrolled in developmental English courses called Verbal Studies Lab, English 001, at the Manassas Campus. To concentrate on mostly first-time student enrollments, three day-time sections were selected each Fall quarter 1982, 1983, and 1984 to represent courses using the integrated teaching model and the standard, teacher-only approach. Six WC treatment sections were compared to three teacher-only sections to isolate variability due to a single class. In this way,

different teacher/counselor pairs, and different TO comparison sections were included.

During the period of this analysis, the integrated model had existed more than five years. The processes Bizzaro (1981) described in a how-to manual were established in both the English and student development divisions on the Manassas Campus. However, this was also a period marked by staff turnover and professional transitions. Prior to and during this study period, new English faculty and new counselors were involved in the integrated approach. Concurrently, grant money from the Fund for the Improvement of Postsecondary Education (FIPSE,# G007904844) and released time from teaching responsibilities were discontinued.

The Demographic Profile

The demographic profile of this sample was developed from data collected on the NVCC application form. Although 120 students were listed with grades and enrollment histories, usable data from 118 students (65 male and 53 female) were considered for analysis. In one TO section, two students were listed with "dummy" student identification numbers and obvious pseudonyms. Despite the fact that both individuals received U/R grades, these data were not used. Also, according to current student enrollment data, no one received financial aid, and only one student received benefits (i.e., social security). These findings appeared to be more indicative of missing data, rather than a reflection of student financial need, or the lack thereof.

Eight Figures graphically display student background characteristics: age groups, race/ethnic groups, gender, and type of enrollment, related to the treatment models, and placement test categories. Figures 1 and 2 respectively are graphs for age groups and

treatment models, and age groups and level of underpreparedness (LOU). Figures 3 and 4, respectively, present data concerning the race or ethnic origin of students by treatment, and by LOU. Figures 5 and 6 present the proportion of males and females in teacher-only and with counselor sections, and according to moderate and extreme categories or LOU. Finally, Figures 7 and 8 present first-time and returning student enrollment types by treatment and LOU.

Taken together, these data suggest that the typical student involved in this study was a young, white, male, enrolled for the first time at his local community college. After placement testing he was considered moderately underprepared for college composition. Seventy-five percent of the sample were 17,18, or 19 years old, and 91% were 24 years or younger. Despite a drop in the 18-21 year old group in the Fall of 1984, the median age of students at NVCC remained about 26. More than half, 55%, of these basic writers were males. Recent VCCS data indicate that the proportion of male developmental studies' students has continued to increase (Roesler, 1992). Eighty-four percent of these students were white, and 82% were first-time enrollees.

Levels of Underpreparedness

The levels of underpreparedness were established based on two categories created by computing a median from student placement test score data. Four tests were analyzed: (a) two English Qualifying Examinations, Manassas; EQE M1, EQE M2, (b) one English

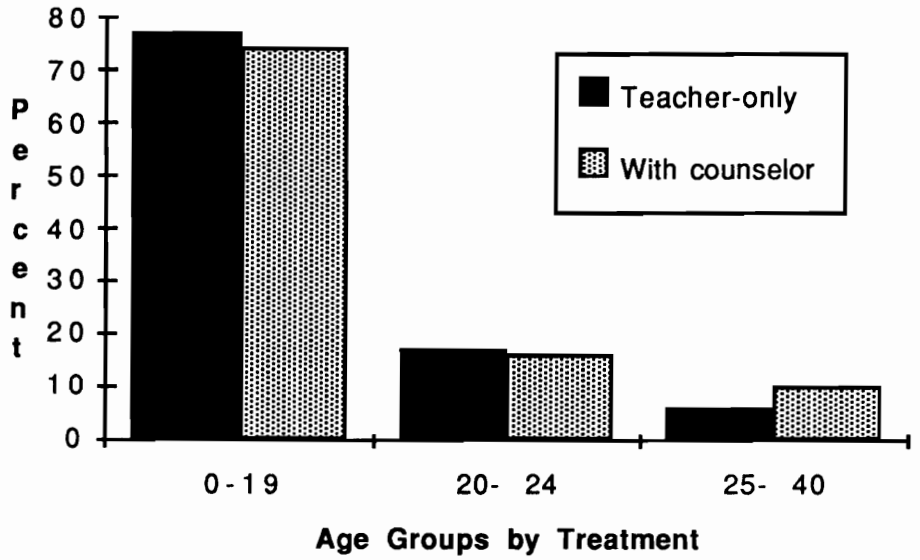

Figure 1. Percentage of Treatment Sections in Age Groups

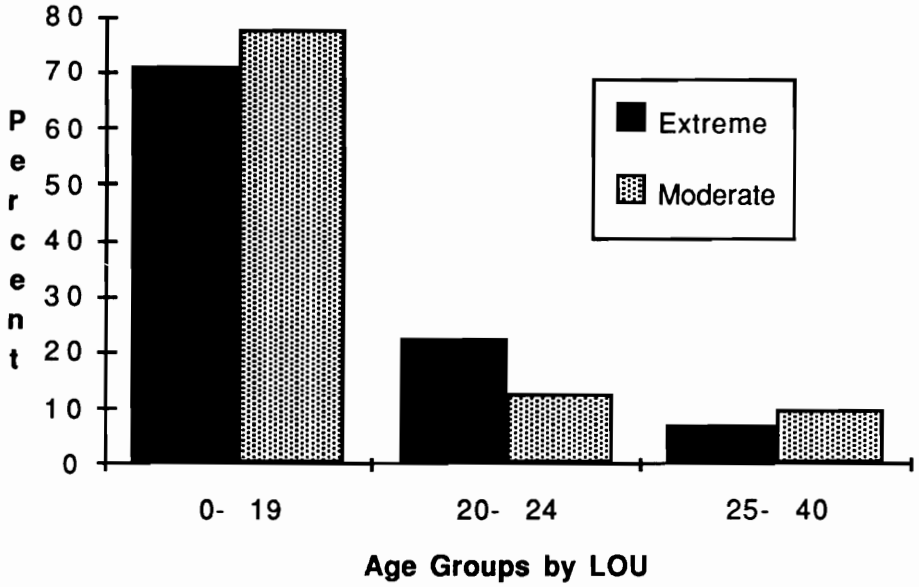

Figure 2. Percentage of Levels of Underpreparedness in Age Groups

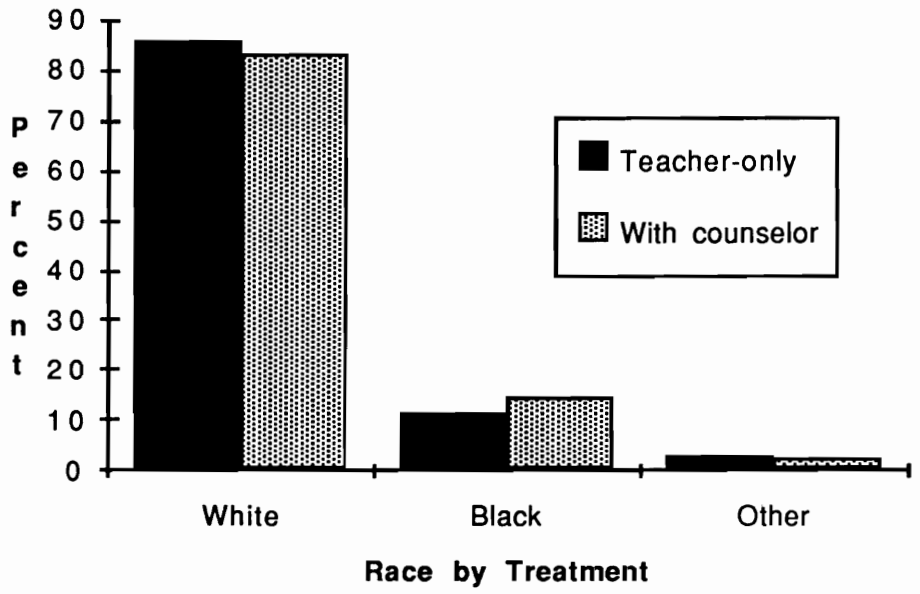

Figure 3. Percentage of Treatment Sections in Race Groups

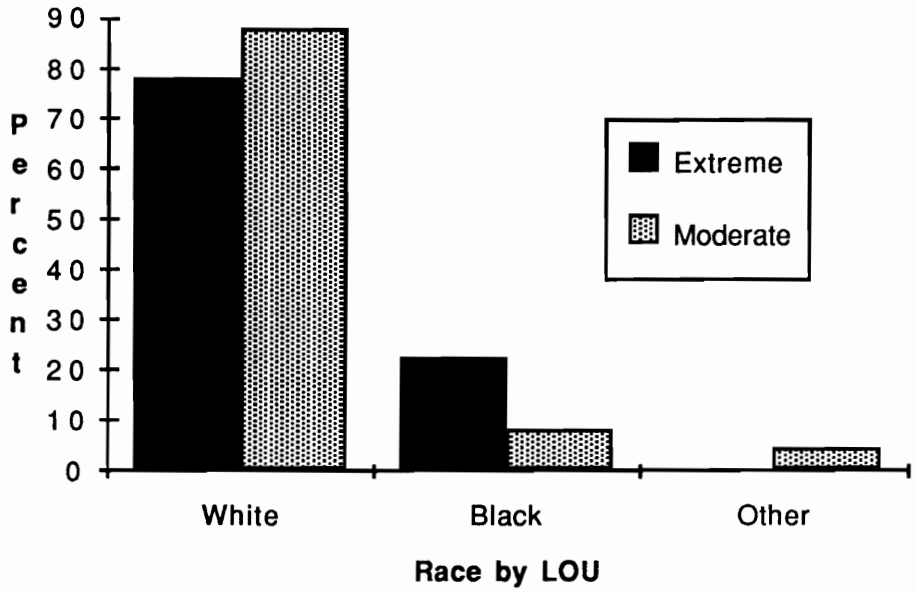

Figure 4. Percentage of Levels of Underpreparedness in Race Groups

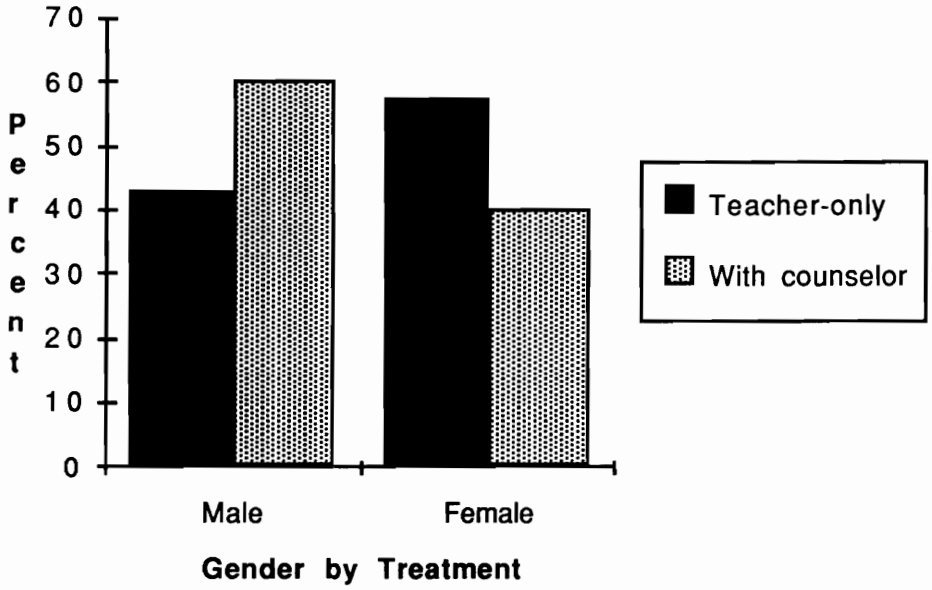

Figure 5. Percentage of Treatment Sections in Gender Groups

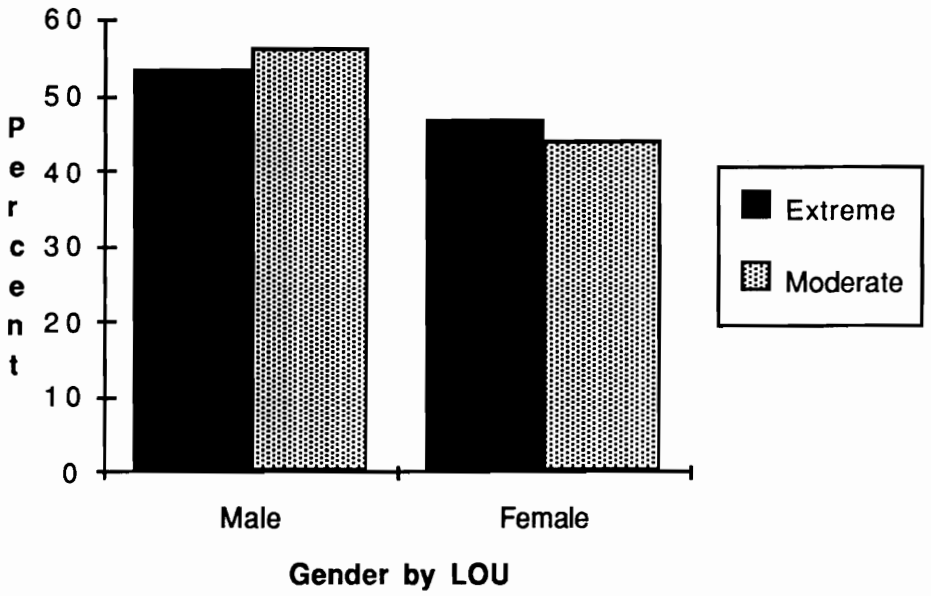

Figure 6. Percentage of Levels of Underpreparedness in Gender Groups

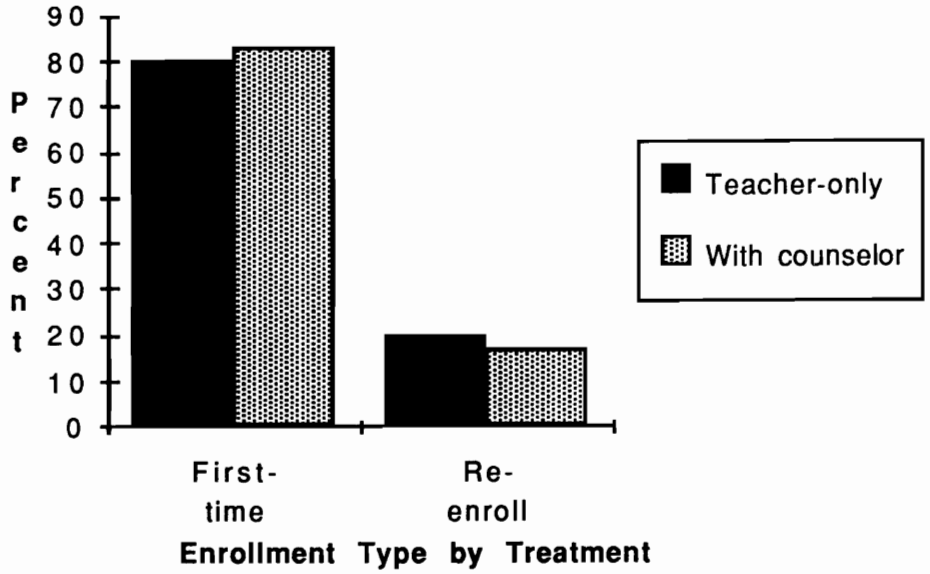

Figure 7. Percentage of Treatment Sections in Enrollment Groups

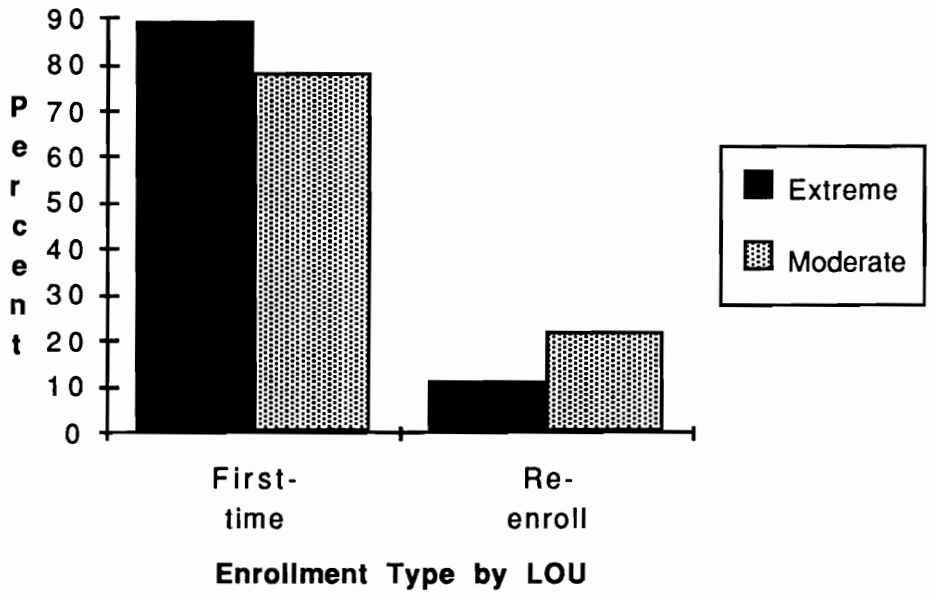

Figure 8. Percentage of Levels of Underpreparedness in Enrollment Groups

Qualifying Examination, Annandale; EQE N, and (c) one form of the Nelson-Denny Reading Test; N-D. The three versions of the EQE were considered to be equivalent in terms of validity and reliability; however, separate median scores were computed for each examination--EQE M1= 22.0, EQE M2= 21, EQE N= 22.5, N-D= 95 (Johnson, 1976, 1980a, 1980b). Since Nelson-Denny Reading test data were not available for most students, these scores were used only to categorize four students lacking EQE scores.

A breakdown of these data for TO and WC treatments revealed student age ranged from 16.5 to 39.7 years. The mean age for 117 students was 20.3 years with a standard deviation of 4.4 . Males were slightly younger than females. Consistent with data collected for the National Study of Developmental Education (Boylan, Bonham & Bliss, 1992), these students were predominantly white with 86% of TO and 83% of WC sections. Minority student enrollment was almost exclusively black with 11% of TO compared to 14% of WC sections. The percentage of first-time enrollees also was comparable with 80% of TO and 83% of WC sections.

It was noted that in sections taught with a counselor 60% were male versus 43% in teacher-only sections. Also, placement test score distributions for treatments were dissimilar. Eighty percent of the students in TO sections were categorized moderately underprepared versus 54% in WC sections. The percentage of EXT students in WC sections was more than double the percentage of extremely underprepared students in TO sections. In summary, students in WC sections included proportionately more young males, categorized extremely underprepared for college composition.

For a number of years, the student age had gradually increased to a median of about 26 years. The campus' racial composition was mainly white with minority and black students never numbering more than 200 individuals. Black student enrollment also vacillated, and a sharp decrease was noted after a peak of 5% in 1983. Throughout the College, black students accounted for 8% of the headcount at this time. Both the campus and the College enrolled more females than males, and, as could be expected, returning students outnumbered new students. In relationship to one another, Figures 1, 2, 3, 4, 5, 6, 7, and 8 showed comparable data distributions by treatment model and by LOU. Only black student enrollment was disproportionate compared to Manassas and NVCC demographics. Furthermore, TO sections were predominantly MOD while WC sections were predominantly EXT.

Research Question #1

This research was designed to investigate the value of pairing counselors and developmental writing faculty in the classroom to prepare basic writers for college composition. Four research questions and four research hypotheses were outlined in Chapter 1. The first question asked whether developmental studies students in English 001 sections supplemented by counseling succeeded more often than English 001 students in teacher-only sections. The answer to this question was based on a Chi-Square test of independence comparing WC and TO treatments and English 001 grades.

Analysis of English 001 Data: A Chi-Square test was performed using two treatment categories and two grade categories (S,U/R/W). The Unsatisfactory, Re-enroll, and Withdrawal grade categories were collapsed to form a single cell because

these grades appeared infrequently. It is accepted that caution should be used with Chi-Square analyses if more than 20 percent of the expected frequencies are less than 5 (Huck, Cormier & Bounds, 1974). The significance level for this test was .05. A summary of the results is displayed in Table 1. These data indicate that although 80% of WC students received satisfactory grades, there was not a significant relationship between the type of English 001 treatment and grades in the course. Sixty-six percent of TO students received satisfactory grades. In conclusion, there was not enough difference in developmental English grades between students taught solely by a teacher and students taught with a counselor's support to suggest that one model was more successful than the other.

The success rate for TO sections paralleled results from the NVCC (1991) tracking study for developmental studies writing students. NVCC's study included over 3000 students with 67.6% successfully completing the one-semester course. This and other NVCC tracking studies of developmental writing courses for native and non-native speakers of English considered "passing grades... good predictors of success in ENG 111 and in the ability to maintain a GPA of 2.0 or higher on five additional courses other than Eng 111 over a two-year period" (Hoagland & Simpson, 1992, p. 3).

For both treatments, the overall success rate in English 001 was 75%. Eighteen percent of the students were required to re-enroll to complete course objectives and 7% withdrew. Of 118 students, 89 were prepared to enter college composition.

Research Question #2

The second research question was concerned with developmental student levels of underpreparedness for college composition. This question asked whether moderately

Table 1

Chi-Square of Treatment Models and ENGL 001 Grades

TEACHING MODEL	ENGL 001 GRADES (Row Percentages)		
	S	R/U/W	**Total**
Teacher-only	23.0 26.4 (65.7)	12.0 8.6 (34.3)	**35**
With Counselor	66.0 62.6 (79.5)	17.0 20.4 (20.5)	**83**
Total	**89**	**29**	**118**

$x^2_{(1)} = 2.531$, $p = .112$

underprepared English 001 students succeed more often than extremely underprepared students. This question was answered by two Chi-Square tests of independence controlling for extreme and moderate LOU and English 001 grades.

Analysis of English 001 Data: Two Chi-Square tests compared the treatment models and two English 001 grade categories (S,R/U/W) controlling for levels of underpreparedness. The significance level for these tests was .05. Summaries of these results are displayed in Table 2 and Table 3. From these data, it appeared that students' placement test categories were not significantly related to grades in English 001. Table 2 should be interpreted with caution since 50% of the cells have expected values of less than 5. Table 3 revealed that 87% of the moderately underprepared in WC sections were successful in English 001 compared to 68% of the MOD students in TO sections (p= .053).

Of 45 students considered extremely underprepared for college composition, 31 succeeded compared to 58 of the 73 moderately underprepared students. In other words, 69% EXT earned satisfactory grades versus 79% MOD. Twenty-four percent of the extremely underprepared students received the R/U grade compared to 14% MOD. The proportion of underprepared students withdrawing from developmental English courses was 7% for both MOD and EXT categories.

Research Questions #3 and #4

The third and fourth research questions focused on 89 students graded S and considered successful and therefore, able "to write an essay which would be graded 'C' if turned in to the instructor in English 111" (Bizzaro, 1981, p. 28). First, did

Table 2

Chi-Square of Treatment Models and ENGL 001 Grades Controlling for Extreme Level of Underpreparedness

TEACHING MODEL	ENGL 001 GRADES (Row Percentages)		
	S	R/U/W	**Total**
Teacher-only	4.0 4.8 (57.1)	3.0 2.2 (42.9)	**7**
With Counselor	27.0 26.2 (71.1)	11.0 11.8 (29.0)	**38**
Total	**31**	**14**	**45**

$x^2_{(1)} = .534$, $p = .465$

Table 3

Chi-Square of Treatment Models and ENGL 001 Grades Controlling for Moderate Level of Underpreparedness

TEACHING MODEL	ENGL 001 GRADES (Row Percentages)		
	S	R/U/W	**Total**
Teacher-only	19.0 22.2 (67.9)	9.0 5.8 (32.1)	**28**
With Counselor	39.0 35.8 (86.7)	6.0 9.2 (13.3)	**45**
Total	**58**	**15**	**73**

$x^2_{(1)}$= 3.741, p= .053

successful English 001 students supplemented by counseling register for English 111 more often than English 001 students in teacher-only sections? This question was answered by a Chi-Square test of independence comparing treatment models and future enrollment in English 111. The significance level was .05. A summary of the results is displayed in Table 4. The results of the Chi-Square test showed that there was not enough evidence to suggest that future registration in English 111 was significantly related to the influence of a counselor in the classroom. There were 71 registrants for college composition, about 80% of the eligible students. Sixteen of 23, or 70%, of the students from TO sections compared to 55 of 65, or 83%, from WC sections.

Second, did successful WC students complete English 111 with higher grades than successful TO students? This question was answered using a *t*-test to compare treatments sections and English 111 grades (A,B,C,D,F/W).

Analysis of English 111 Data: Table 5 and Table 6, respectively, present the distribution of grades in English 111 by teaching model and by LOU. From these data it can be seen that the proportion of students with "passing" grades was comparable. Eighty-one percent of TO students versus 82% of WC students earned a D or better GPA in college composition. Seventy-five percent of the students in the with-counselor sections received a C or better, compared to 68% in the teacher-only sections. The t-test was not significant at the .05 level since $t_{(69)} = -1.2071$. From the findings displayed in Table 7, it can be seen that there was not a significant relation between English 001 treatments and future grades in college composition. Although it was evident that WC students had higher GPAs than TO students, this difference was not significant ($p = .23$).

Table 4

Chi-Square of Treatment Models and ENGL 111 Enrollment

TEACHING MODEL	ENGL 111 ENROLLMENT (Row Percentages)		
	NOT ENROLL	ENROLL	**Total**
Teacher-only	7.0 4.7 (30.4)	16.0 18.3 (69.6)	**23**
With Counselor	11.0 13.4 (16.7)	55.0 52.7 (83.3)	**66**
Total	**18**	**71**	**89**

$x^2_{(1)} = 2.004$, $p = .114$

Table 5

Successful ENGL 001 Student Grades in ENGL 111
By Teacher-only (TO) and With Counselor (WC) Models

MODEL	GRADES					
	A	B	C	D	F/W	TOTAL
TO	0	2	9	2	3	**16**
WC	4	17	20	4	10	**55**
TOTAL	**4**	**19**	**29**	**6**	**13**	**71**

Note. Mean GPAs on a 4.0 scale were 1.6 for TO, and 2.0 for WC.

Table 6

Successful ENGL 001 Student Grades in ENGL 111 By Extreme (EXT) and Moderate (MOD) Levels of Underpreparedness

LOU	GRADES					
	A	B	C	D	F/W	TOTAL
EXT	2	3	11	5	3	**24**
MOD	2	16	18	1	10	**47**
TOTAL	**4**	**19**	**29**	**6**	**13**	**71**

Note. Mean GPAs on a 4.0 scale were 1.8 for EXT, and 2.0 for MOD.

Table 7

t Test For English 111 Grades
For 71 Successful English 001 Students

Treatment	N	MEAN	SD	$t_{(69)}$
Teacher-only	16	1.63	.96	-1.2071
With Counselor	55	2.02	1.19	

Under both treatments, 73% of the successful English 001 students completed college composition with a C or better GPA. This suggests that completion of the basic writing course was a good indicator of satisfactory progress at the college level.

Finally, a two-way analysis of variance was performed using English 111 GPA as the dependent variable to answer three questions: (a) Was there a significant main effect for the level of underpreparedness independent variable? (b) Was there a significant main effect for treatment model independent variable? and (c) Was there a significant interaction between English 001 treatment models and levels of underpreparedness? The significance level for this test was .05.

It was apparent from these data that there was not a significant relationship between the English 001 treatments and future English 111 GPA [$F(A)_{1/67}$= 1.06, p= .31]. Similarly, there was not a significant relationship between levels of underpreparedness and future English 111 GPA [$F(B)_{1/67}$= .05, p= .82]. Furthermore, there was not a significant interaction between the student's level of underpreparedness and the type of English 001 teaching model [$F(AB)_{1/67}$= .01, p= .94].

Data of tertiary interest concerned student persistence based on the average number of semester credit hours completed to the present date for students categorized TO and WC, and EXT and MOD. As of March, 1993, the mean for WC and EXT students was 36 credit hours. For MOD students the mean was 35, and for TO the mean was 32 credit hours. These averages exclude developmental studies course credit.

Chapter 5.

Summary, Conclusions, and Recommendations

The promise of a smooth transition from subjects taught in high school to college-level curricula is an important part of the community college mission. For many students, developmental courses can help to bridge the gap in their academic preparation. Even though open admission policies offer entrants a chance to pursue postsecondary education, students are often required to remediate basic skills if placement test results suggest that they lack pre-requisite academic ability.

Based on mandated placement and assessment testing, most of Virginia's community college students need some form of remediation (Joint Task Force on Remediation, 1989). Concern has been expressed about both the growth of the developmental studies population and the overall effectiveness of basic skills programs.

Large numbers of community college students encounter the same instructional approaches that have failed them in the past. In recognition of the challenges faced by both students and faculty in developmental studies' programs, an integrated teaching model was created using structured counseling activities in the basic writing classroom. The purpose of this collaboration was to help students succeed in one of their first college courses. It was hypothesized that different teaching models may produce significantly different outcomes, and that measuring levels of student underpreparedness may be important, even for an open admissions institution.

Since the introduction of this integrated teaching model, a body of research has contributed to our knowledge of the underprepared student in higher education. Reports in the literature have shifted away from individual evaluations toward comprehensive program reviews. Fortunately, recent research on developmental student achievement in regular college courses has been favorable. Developmental studies programs in higher education appear to have a positive impact on student persistence, retention, and even graduation (Boylan & Bonham, 1992).

Unfortunately, evaluation data specific to community college programs were not as convincing or as clear. Kulik and Kulik (1991) concluded, "Developmental studies courses and other courses in community colleges may be indistinguishable in the amount and type of preparation that they provide for high-risk students" (p. 9). Furthermore, although Kulik and Kulik's meta-analysis revealed that programs seem to work, it was not apparent why they were effective or how they might become more effective.

Summary for hypothesis #1 - The integrated teaching model

These data did not support the view that structured counseling, integrated with developmental studies course content, significantly affects student academic achievement in English 001. The Chi-Square value ($x^2_{(2)} = 2.531$) showed that there was not a significant difference between the expected and the observed frequencies. Although these findings were not significant, it was noteworthy that for students involved in either treatment, a total of 75% were successful in English 001 and thereby were afforded access to the college level curriculum.

Conclusion

The integrated model was designed to afford teachers more time to teach. Faculty effectiveness was demonstrated by student persistence and satisfactory completion rates in developmental English under both treatments. Teaching faculty were responsible for academic content and grading in these courses. The counselor added to instruction by observing group dynamics in the class, and through the use of active listening and effective communication skills. Although the integrated model helped a high percentage of students prepare for college-level instruction (80%), and register for English 111, the counselor's contribution was not statistically significant when measured by grade categories. Based on the results of this research, the need to provide student services throughout the institution will continue to compete with the viability of instructional counseling roles.

Recommendation

As is the case in many colleges, NVCC attempts to reach a great number of students in a personal manner. It makes little difference whether a student graduated from high school last June or if they have been away from course work for years. In either example, starting back to classes with inadequate reading or writing skills is a risky undertaking. If students are reviewing basic content, or learning new skills, an integrated teaching model provides a relatively non-threatening starting point.

"Project Intertwine" (Bizzaro et al., 1981) was a comprehensive approach to developmental instruction. It evolved and adapted because campus leaders and faculty recognized the need to present the institution's best effort at the point of entry. Almost

despite the developmental studies label, this course was foremost a college preparatory writing class, rather than a series of group counseling sessions. Standard counseling techniques were integrated with other teaching methods to foster active involvement from all participants. While the allocation of human resources required for team teaching may call into question cost-effectiveness, it is important to stress that being in the classroom on a regular basis enabled counselors to reach an audience not otherwise available to them.

This collaborative teaching model attempted to orient students to the demands of the community college routine. Managing time and applying study skills, setting goals and clarifying personal viewpoints were not considered separately from other writing assignments. "Within its limits as a single course, English 001 at NVCC went beyond a standard approach to writing by drawing on a variety of sources, including students' experiences in class and outside of class. It integrated what went on during the term by building writing assignments on the common experiences provided by the classroom exercises, in a sequential and increasingly complex manner" (Gamson,1984, p. 123).

Brown's (1972) conception of the student development educator represented an earlier attempt to get counselors out of their cubicles and into the classroom. In this example, basic writers were oriented to the requirements of college (e.g. appropriate forms of class participation), through a series of structured, small group activities. By teaching in tandem, the teacher and the counselor were able to engage reluctant students and still devote ample class time to composition and revision.

Using concepts like group consensus, values clarification, and team-teaching to describe this model could convey impressions that may be misleading. In this example,

the counselor and the English faculty member brought together common elements related to improving student communication, without creating a counseling course. Putting theory into practice enabled community college counselors to integrate the goals of student development services with the academic goals of the faculty.

Summary for hypothesis #2 - Levels of underpreparedness

These data did not present a clear relationship between grades in English 001 and moderate or extreme categories of student underpreparedness as measured by the locally-developed English Qualifying Exam (Johnson, 1976). The Chi-Square test controlling for extreme underpreparedness ($x^2_{(1)}$= .534, p= .465) should be interpreted with caution because more than half of the cells had expected frequencies of less than 5. The Chi-Square test controlling for moderate underpreparedness ($x^2_{(1)}$= 3.741, p= .053) showed no significant differences between expected and observed frequencies. As might be expected, EXT students did not do quite as well as MOD students in English 001. The extreme underpreparedness category suggested that these students were a little less likely to earn a satisfactory grade and a little more likely to receive an R/U in the course.

Conclusion

Placement testing in the community college is predicated on belief that valid and reliable measurements of academic achievement are of use both to the institution and to the individual student. In daily practice, placement scores are interpreted by counselors and faculty as categories that enable students to register for classes. Although placement

tests offer interval data, results are interpreted as a range of scores rather than a single cut-off point.

In this study, there was no significant difference in academic achievement in English 001 related to a student's level of underpreparedness. Categories of underpreparedness were established by computing a median from mostly EQE data. Fourteen students had missing values or "after treatment" EQE test scores in their placement record. Four students took only the N-D and were categorized based on a median of these test scores. When placement data were unavailable, students were considered moderately underprepared for college composition since all 118 students were evaluated through a placement essay required during the first week of the academic quarter (Bizzaro et al., 1981, p. 27).

The Joint Task Force on Remediation (1989) recognized four instructional levels for "community colleges and those senior institutions with special populations or missions; pre-developmental, pre-requisite developmental, co-requisite developmental, and unrestricted" (p. 6) in an attempt to "develop a state-wide consensus on what constitutes minimal competencies for college-level work" (p. i). Although the moderate and extreme levels of underpreparedness used in this study roughly parallel The Joint Task Force's (1989) definitions for pre-requisite developmental and pre-developmental, there was not enough evidence to suggest that these distinctions were merited. Similarly, placement decisions using current tests to track students for VCCS developmental English courses, Preparing for College Writing I & II, also might need to be reviewed.

Recommendation

The results of this research confirmed that placing community college entrants in developmental studies is a complex task. Recognizing that moderate and extreme placement categories did not predict student success in English 001 or GPA in college composition with statistical confidence, further study with a larger sample may be warranted. In a majority of community colleges, the identification of student readiness is based on placement and assessment tests related to reading, writing, and mathematics. Although it is stressed that, "These tests are not admissions tests" (NVCC, 1993, p. 8), it is plausible to consider successful placement as acceptance to college curricula .

The presence of selective conditions suggests that community college educators may be moderating the open-access mission. Roueche (1984) noted that community college "curriculum literacy requirements" had escalated at the same time students' basic skills had declined (p. 24). While it can be posited that assessing basic skills is driven by a desire to improve teaching and learning, assessment is often mandated to ensure cost-effectiveness and to avoid paying for a duplication of services. Two aspects of the placement process should be reexamined based on this literature review and research: (a) the educational planning process, and (b) measuring the ability to benefit from instruction.

Educational planning: In this study, only four student applications listed an educational objective, or indicated the length of time that they planned to attend NVCC. If mandated outcome measures are based on persistence in college-level courses, and ultimately, graduation and transfer to a senior college or university, then the community college must track student progress as it relates to each individual's plans.

Specifically, questions concerning educational objectives and curricular choice are not necessarily understood or best answered by entrants.

It is suggested that these data could be added to student's file after placement and assessment testing, or during the student orientation requirement. This sequence links the assessment/placement process to educational planning that is based on current data. If a student elects a one-credit orientation course, it is more likely that this student is seeking a certificate or a degree from the college. Rather than treating the application or re-application procedure as perfunctory form-filling, it may be reasonable to take this opportunity to elicit information that might help students set realistic goals. Collecting accurate data and valuing relevant measures can improve outcomes assessment and bolster student retention.

Measuring the ability to benefit from instruction: Recent research suggests that a variety of data, representing both prior academic performance and nonacademic factors (secondary school grades, standardized aptitude test scores, academic motivation or readiness) may be significantly related to persistence (Higbee & Dwinell, 1992; House, 1992; Larose & Roy, 1991). These measures also may be used to differentiate a student's learning style characteristics and study skill strategies. Perhaps criticism of the student development movement caused the pendulum to swing away from the humanistic goals that originally challenged "back to basics" remedial approaches. In any event, nonacademic and non-cognitive diagnostic instruments have failed to garner acceptance despite their ability to measure valid and reliable student background characteristics (Weinstein & Meyer, 1991; White & Sedlacek, 1986).

There are no easy answers to the questions; "How low is too low?" and, "Who can benefit from instruction?" Local placement policies and a student's age determine who will be served by remedial/developmental courses at most community colleges. A summary of the Issues Affecting the Future of Virginia's Colleges and Universities report stated, "Students whose skill levels are so low as to make it very unlikely that they have the ability to benefit from a college education should not be admitted even by a two-year institution" (SCHEV, 1992, p. 1). Although the determination of an underprepared student's ability to benefit has rested with the college, the State Council's recommendation could challenge open access if a "skills floor" is recognized at placement (SCHEV, 1992, p. i). It must be understood that "not remediating students places a long term burden on society" (Roesler, 1992, p. 1).

Summary for hypotheses #3 and #4 - Access to College Level Curricula

Eighty-nine of 118 students completed English 001 with satisfactory grades and 71 students registered for English 111. Of the successful students from courses supplemented by counseling support, 83% registered for English 111, compared to 70% from the teacher-only sections. The results of the Chi-Square test comparing English 001 teaching models and future enrollment in college composition were not significant.

Similarly, the independent *t* - test comparing English 001 treatment models and future English 111 GPA was not significant at the .05 level. This meant that there was not enough evidence to support the claim that one teaching model was better than the other, measured in terms of grades in college composition. In addition, the results of the

two-way ANOVA were not significant confirming the absence of an interaction between English 001 treatment models and levels of underpreparedness.

Conclusion

On a closer examination of Table 5 and Table 6, it can be seen that students categorized MOD, and students from WC sections, averaged a 2.0 GPA in English 111. The mean GPA for students categorized EXT was 1.8, and for students from TO sections it was 1.6. Although not statistically significant, these grades represent the difference between satisfactory and unsatisfactory progress at the college level. In this way, it was plausible that the counselor's presence in the classroom made an important difference in campus' retention of students considered to be at risk.

Overall, 73% of the 71 English 111 students completed the course with a C or better GPA. This suggested that success in either basic writing treatment was a good indicator of the ability to succeed in English 111. More than half of the students from the teacher-only sections received C grades, in the college-level English course. In comparison, 75% of the students from WC sections merited average or higher grades with an approximately even distribution of C and B grades. Furthermore, of the four A grades WC students recorded during this study, two were earned by students categorized as extremely underprepared for college composition. Although on average these differences may be attributed to chance, it is important to recognize that individual underprepared students succeeded against the odds.

Recommendation

Virginia Community College System (VCCS) data continue to suggest that demand for developmental studies course work is on the rise and that those requiring remediation represent "younger, more diverse students with weak basic skills" (Roesler, 1992, p. 1). In two reports, the State Council (SCHEV,1992) advocated restructuring public colleges and universities in Virginia. SCHEV called for state-supported, four-year institutions to "adopt tougher admissions standards" and for remedial courses "to be limited to the community colleges" (pp.1-2). Although the belief that more underprepared students are aspiring to higher education is not new, a postsecondary school dedicated to serve this population is a recent phenomenon in Virginia.

To address the on-going challenge of extending access to postsecondary study, three dimensions must be reconsidered: (a) the College Preparatory Program, (b) faculty recognition, and (c) counseling in the community college. These considerations are important because in Virginia, the two-year college will be the point of entry for students lacking prerequisite academic ability. Coupled with a growing demand for basic skills courses is a shrinking allocation of funds for all higher education from the General Assembly. To extend access, in effect, developmental-studies faculty will be required to do more with less.

If community colleges are the sole providers of remedial course work, it follows that they will also be the sole source of open access to public postsecondary education. Counselors and developmental studies faculty must articulate and support the belief that underprepared students can progress successfully to college level instruction. The

success of students in both English 001 treatments lends empirical research evidence to the open access promise of a smooth transition from subjects taught in high school to the college level curriculum.

The College Preparatory Program: The conditions of open access to higher education and quality instruction cannot coexist without respect for the college preparatory process. To accomplish these plans, the term "developmental studies" might best be retired in favor of a more appropriate label such as the College Preparatory Program. Based on this review of the literature, a minority of these programs were based on developmental theories or concepts. Professional jargon and euphemisms often conceal the purposes associated with these programs. The label, College Preparatory Program effectively defines the process of enabling students with skill deficiencies to prepare for college-level instruction. Finally, the faculty must believe and communicate to others that they are engaged in college preparatory course work, as opposed to adult/basic education. This distinction is critical if there is to be an informed discussion of what constitutes college level.

Faculty recognition: Community college leaders must support excellence in basic skills instruction. The rewards for and the recognition of innovative teaching practices must be dedicated to those faculty teaching courses created to foster access. The provision of released time from teaching for exceptional faculty to adapt and extend effective models is essential to produce relevant course content for changing student populations. Academic divisions must resist pressure to over-enroll basic skills classes to increase productivity. The lower student-teacher ratios advocated and funded for developmental-studies courses in the VCCS must be adhered to if faculty are expected to

individualize instruction for needy students, and evaluate their program's effectiveness. Teaching awards and professional development funds are cost-effective means to maintain and improve programs lacking prestige in a higher education setting.

Counseling in the community college: More than twenty years ago, Brown (1972) recommended that the concerns of "student developmental educators... move from the extracurricular to the curricular...to find ways to improve teaching-learning experiences..." and yet, only inroads have been constructed (p. 46). Brown recognized that, "...student affairs offices and functions must be dramatically reorganized" based on distinguishing service roles from those "directly involved in the teaching-learning environment" and yet, a service-orientation still prevails (p. 47). Brown emphasized the need to develop and strengthen relationships between student and academic affairs, but in the view of many, the "persistent gap" has widened (Brown, 1989, p. 2).

Community-college counselors must be encouraged to reconceptualize roles and functions to maximize involvement with entering students. It is essential to acknowledge that collaboration with developmental-studies faculty can lead to contact with greater numbers of new students. A related benefit of integrating the counselor's role with developmental instruction was that it gave students a sense of continuity in the commuter-college environment. Specifically, the counselor may have referred the student for placement testing, and then oriented them to the school routine even before the term began. Counselors must resist adding responsibilities that reflect only service and contribute to an ambiguous professional image. Instead, comprehensive delivery systems must be developed based on relevant theory.

Student services cannot continue to react to the increasing diversity of each individual's circumstance. It is well known that students go to others before they are likely to seek counseling assistance (Moore & Carpenter,1986). Because of this circumstance, a significantly different delivery system, based on collaborating with faculty, could encourage students to follow-up discussions once the "ice" has been broken. Therefore, "to plan change rather than react to it" still may be the most viable solution (Miller & Prince, 1976, p. 21).

Chapter Summary

This dissertation presented the results of a comparison of two different teaching models used in developmental instruction at a community college. One approach paired a counselor with an English faculty member in an attempt to support basic writing students making a challenging transition to college-level course work. This integrated model was contrasted with a standard, teacher-only method.

The typical student in this study was a young, white male enrolled for the first time at his local community college. After placement testing, he was considered to be moderately underprepared for college composition. These moderately underprepared students were compared to students categorized extremely underprepared based on a median calculated from a locally developed placement test.

The literature suggests that the effects of developmental education have been inconsistent in community college settings. Although no statistically significant differences in the English 001 teaching models were revealed, these results demonstrated that for both teaching models, 75% of the entering students were

successful in English 001. Furthermore, success in this course appeared to be a good indicator of the ability to maintain satisfactory progress in college composition. Despite the absence of a statistically significant finding, community-college counselors may consider more classroom-based roles if these activities can enhance the visibility and image of student development services.

It was also noteworthy that there was not enough evidence to suggest that levels of student underpreparedness measured at placement were accurate predictors of student progress in developmental studies or in subsequent course work at the college level. Further study of community college assessment and placement procedures may be warranted if a skills floor is under consideration.

Community colleges offer open admission to students, not dependent on prior academic accomplishment, personal economic resources, or the need to leave their present home or job. Offering access to postsecondary study is believed to be one of the institution's primary purposes. To help students succeed in college level courses, institutional leaders also must support the college preparatory process. The continued growth in developmental studies' enrollment requires greater resources.

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APPENDIX

NVCC 125-30

Northern Virginia Community College
APPLICATION FOR ADMISSION

Complete all items and return to the campus of your choice: PLEASE PRINT

Alexandria Campus, Admissions and Records, 3001 N. Beauregard St., Alexandria, VA 22311-5097
Annandale Campus, Admissions and Records, 8333 Little River Tpke., Annandale, VA 22003-3796
Loudoun Campus, Admissions and Records, 1000 Harry Flood Byrd Hwy., Sterling, VA 20164-8699
Manassas Campus, Admissions and Records, 6901 Sudley Road, Manassas, VA 22110-2399
Woodbridge Campus, Admissions and Records, 15200 Neabsco Mills Rd., Woodbridge, VA 22191-4099
Extended Learning Institute, 8333 Little River Tpke., Annandale, VA 22003-3796

NEW STUDENTS—IT IS TO YOUR ADVANTAGE TO COMPLETE AND SUBMIT THIS FORM EARLY. YOU WILL BE UNABLE TO REGISTER UNTIL THIS APPLICATION HAS BEEN PROCESSED AND YOU HAVE BEEN ADMITTED TO THE COLLEGE.

Semester and Year of Entry: (Circle one) Fall Spring Summer 19___
Campus Location: (Circle one) Alexandria Annandale Loudoun Manassas Woodbridge

For Office Use Only
Data Entry ___/___/___ (Date / Initials)

This institution maintains and promotes equal employment and educational opportunity without regard to race, color, sex, age (except where sex or age is a bona fide occupational qualification), religion, handicap, national origin, or other non merit factors.

A. **Social Security Number** (Optional) A. ☐☐☐☐☐☐☐☐☐

B. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (Last Name) ☐☐☐☐☐☐☐☐☐☐ (First Name) ☐ (MI) ☐ (Jr.) ☐ (III)

C. **Former Name** ..... C. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

D. **Mailing Address** ..... D. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (Number and Street) Apt. # ☐☐☐☐

E. **City/State/Zip Code** ..... E. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (City) ☐☐ (State) ☐☐☐☐☐☐☐☐☐ (Zip Code)

F. **Home Phone/Work Phone** ..... F. ☐☐☐ (Area Code) ☐☐☐☐☐☐☐ ☐☐☐ (Area Code) ☐☐☐☐☐☐☐

G. **Birthdate** ..... G. ☐☐ (Month) ☐☐ (Day) 1 9 ☐☐ (Year)

H. **Sex** (Write number in space provided at right) Male (1) Female (2) ..... H. ☐

Ethnic Group/Race (Write number in space provided at right) White (1) Black (2) American Indian or Alaskan Native (3) Asian or Pacific Islander (4) Hispanic (5) Other (6) _____ ☐

I. **Educational Objectives** All students complete the items below by writing the number in the space provided at right.

Indicate your educational objective. (1) for later transfer to a four-year college or university (2) to obtain a job (3) for advancement in my present job (4) to explore career possibilities (5) for self improvement ..... I. ☐

Indicate whether or not you plan to obtain a degree or certificate at NVCC. yes (1) no (2) ..... ☐

Indicate your curriculum code. (See Curriculum Codes Sheet) ..... ☐☐☐☐☐

Indicate the number of semesters you plan to attend in order to complete your educational objective ..... ☐

J. **High School/GED Information**

I have received a high school diploma from _____ (Name of School) located in _____ (City and State) in 19___.

I am currently enrolled in high school _____ (Name of School) and I plan to graduate in 19___.

I received a General Equivalency Diploma (GED) in _____ (City and State) in 19___.

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J. ☐☐ (YR) ☐☐☐☐☐☐

K. **College Information** (Write numbers in spaces provided at right)

Have you ever applied for admission at NVCC? Yes (1) No (2) ..... K. ☐

Have you ever attended any other college? Yes (1) No (2) ..... ☐

Last college attended _____ (Name of School) located in _____ (State) in 19___.

Highest degree received. (Write number in space provided at right)
Associate (1) Bachelors (2) Masters (3) Professional (4) Doctorate (5) ..... ☐

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☐☐ (YR) ☐☐☐☐☐☐

L. **Student Benefits** (Write number in space at right) Veteran With Benefits (1) Honorably Discharged Veteran Without Benefits (2) Active Duty With Benefits (3) Active Duty Without Benefits (4) Not Applicable (5) L. ☐

If you are eligible for financial support as noted below, write number in space provided at right.
Veterans Dependent (1) Social Security (2) State Voc. Rehab. (3) Veterans Voc. Rehab. (4)
War Orphan Act (5) Other (6) _____ ..... ☐

M. **Citizen of U.S.** (Write letter in space provided at right) Yes (Y) No (N) ..... M. ☐

If No, give Country _____ Visa Type _____

Visa Expiration Date _____

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☐☐ ☐☐
☐☐☐☐☐☐

N. **Emergency Contact Person:** _____ (Last Name) ___ (F.I.) ___ (Area Code) ___-____

O. **Domicile:** In-State Tuition charges for a Virginia resident are available only to a person who has been domiciled in, and is and has been an actual bona fide resident of Virginia, for a period of at least one year prior to the commencement of the term or semester for which any such In-State Tuition charge is sought. (Code of Virginia Section 23-7.4)

Are you legally domiciled in Virginia?

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O. ☐☐☐

☐ If yes, the *Application for Virginia In-State Tuition Rates* must be completed.

☐ If no, current or former domicile _____

I certify that the above statements are true and correct to the best of my knowledge. I will abide by the rules and regulations of the college.

_____ Signature of Applicant

_____ Signature of Parent (If applicant is under 18 years of age)

_____ Date

VITA

STUART C. WERNER
1401 N. Powhatan Street
Arlington, Virginia 22205
Office (703) 845 - 6301

EDUCATION

JUNE 1993	Virginia Polytechnic Institute and State University, Blacksburg, Virginia Ed. D. - College Student Personnel/Counseling
MAY 1977	The University of Michigan, Ann Arbor M.A. - Counseling
MAY 1973	Ithaca College, Ithaca, New York B.A. - Sociology and Anthropology Secondary Teaching Certification

WORK HISTORY

7/86 - Present	**COUNSELOR/ASSOCIATE PROFESSOR** Northern Virginia Community College, Alexandria Full range of progressively responsible counseling duties at NVCC's urban campus. Also, Coordinator for outreach programs serving Military District of Washington Education Centers.
	<u>COUNSELOR</u> (7/89 - 6/90) Division of Student Affairs, Virginia Tech, Blacksburg Personal, career and educational counseling. Supervised learning to learn workshops and consulted with resident advisors regarding aspects of campus life.
12/77 - 7/86	**COUNSELOR/ASSISTANT PROFESSOR** Northern Virginia Community College, Manassas Planning and development of counseling center offerings including orientation classes and tutorial services. Implemented collaborative teaching model for basic English and mathematics courses.

CONSULTANT (1/83 & 1/84)
United States Department of Education, Washington, DC
Evaluating comprehensive proposals competing under the Fund for the Improvement of Postsecondary Education (FIPSE).

ADMISSIONS ASSISTANT (8/76 - 5/77)
The University of Michigan, Ann Arbor
Counseling prospective freshman and transfer students. Acting on applications and initiating correspondence.

ASSISTANT DIRECTOR (10/75 - 6/76)
Graduate Employment Office, Rackham School of Graduate Studies, The University of Michigan, Ann Arbor
Counseling and advising graduate students seeking pre-professional employment.

PUBLICATIONS

1989 "The NOVA/MDW Partnership," by S. Werner. The Journal of the National Council on Community Services and Continuing Education.

1987 "Staffroom Interchange," by P. Bizzaro & S. Werner. Journal of the Conference of College Composition and Communication.

1985 "Group Identity: Faculty-Counselor Collaboration," by P. Bizzaro & S. Werner. Research & Teaching in Developmental Education.

1883 "Orientation in Basic Writing Courses," by S. Werner & P. Bizzaro. Virginia English Bulletin.

1983 "Reading the Media," by S. Werner. Approaches to the Teaching of Writing in the Two-year College: The VCCS Writing Project.

1981 Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual. by P. Bizzaro, M. Giacofci, L. Grizzard & S. Werner. Department of Health, Education, and Welfare. #G007904844.