

THE EFFECTS OF THE COLLEGE STUDENT SUCCESS COURSE ON THE  
RETENTION AND ACADEMIC PERFORMANCE OF ENGLISH AS A SECOND  
LANGUAGE STUDENTS ENROLLED IN DEVELOPMENTAL READING AND  
ENGLISH AT CENTRAL PIEDMONT COMMUNITY COLLEGE

by

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## ABSTRACT

EDITH VALLADARES MCELROY. The Effects of the College Student Success Course on the Retention and Academic Performance of English as a Second Language Students Enrolled in Developmental Reading and English at Central Piedmont Community College. (Under the direction of DR. DAVID PUGALEE)

The purpose of this study was to investigate the effects that participation in the College Student Success course had on in-term retention and academic performance of English as a Second Language students enrolled in developmental reading and English courses at Central Piedmont Community College. The College Student Success course (ACA111) is an orientation course open to all students and designed to help the novice or under prepared student navigate the academic system by providing information on how to access services such as counseling and tutoring. The general CPCC student population has been shown to benefit from successfully completing ACA111, both in terms of retention and grade performance. English as a Second Language students often enroll in ACA111. The results of the data analysis showed that there were no significant differences between the grades of the ESL students enrolled in developmental English and/or reading courses and who had enrolled in ACA111 and those ESL students enrolled in developmental English and/or reading courses and chose not to enroll in ACA111. Retention rates of ESL students in developmental reading and English courses were not affected by enrolling in ACA111. The conclusion of this study was that ACA111 had no influence on the academic performance and in-term retention of this particular group of ESL students enrolled in developmental English and reading courses at Central Piedmont Community College.

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## CHAPTER ONE: INTRODUCTION

One focus of community college educators is to serve the needs of multiple and varied communities. Services provided include language instruction for non-native speakers of English. Kuo (2000) argued that the increase in enrollment of non-native English speakers in higher education made English as a Second Language instruction one of the fastest growing programs in the community college. Kuo (1999) and Schuyler (1999) reported that there was a 38 percent increase in ESL offerings between the years 1991 and 1998. Likewise, a 15 percent increase of ESL course offerings was found in the community college curriculum (Striplin, 2000) with more ESL courses being offered in large community colleges than in smaller two-year institutions. The general goals of these ESL programs are similar, but ESL instruction within community colleges is far from standardized (Shoemaker, 1996).

Research indicates that offering ESL language courses alone is not enough to meet the demands of non-native speakers of English because adult ESL students attend the community college for a variety of reasons (Tichenor, 1994). Some ESL students may want to improve their language skills while others may seek vocational instruction or a transition into mainstream academic education. In order to maximize services to the ESL population, community college educators need to know what other providers of ESL services are offering and the effectiveness of these varied programs.

Language courses alone do not prepare the growing population of non-native speakers of English enrolled in U.S. community colleges for future college-level courses. Although the number of ESL course offerings in the community colleges in the United States has increased significantly in the last decade, few community college educators have developed and implemented programs aimed to ease the transition of ESL learners to do college work in English. The focus of the majority of ESL programs is on developing language proficiency. The reality is that ESL students who attend community colleges want to learn English but may also seek vocational or academic instruction (Rodriguez-Diaz, 1991).

College educators have developed programs designed to introduce students to the basics of college life. Students who assimilate into the social and academic organization of a college or university are more likely to attain academic success and stay in school (Tinto, 1989). At Central Piedmont Community College, Academic/College Success Skills courses (ACA) have been traditionally offered to all college students but have not been required for any students. Academic advisors and counselors recommend that at-risk students take advantage of these courses because the content of the courses helps students develop the necessary skills to succeed in college. At-risk students might be defined as any student who enters the college under-prepared to do college-level work in reading, writing, and/or mathematics. ACA111 (College Student Success) is an orientation to the college experience in which students are introduced to all the services the college provides and the various departments that are fundamental to supporting student success. The College Student Success course also helps students learn basic study skills necessary

for students to academically succeed. While the course provides support appropriate for a range of students, the content is especially important to the success of at-risk students.

Transitional programs can facilitate ESL students' ease into mainstreamed education (students' entry into regular college courses) by providing information on how to access services such as counseling and tutoring that help the novice or unprepared student navigate the academic system. According to the literature, students who participate in transitional ESL programs gain the self-confidence necessary to succeed academically (Rosenthal, 1992). Retention increases when students are eased into a transition from ESL into regular academic courses.

#### *Statement of the Problem*

Central Piedmont Community College does not offer a transitional ESL program, but ESL students often enroll in College Success Skills courses as a way of interacting with other native English speakers while also distancing themselves from the stigma of taking ESL courses. English as a Second Language students who are residents or citizens of the United States often do not want to be placed in courses with other international students because they do not want to be labeled as foreigners. Some of these ESL students may have graduated from U.S. high schools but are still not prepared for the academic and social challenges that higher education requires. Many ESL students do not consider themselves ESL students because they speak fluent English. But when these students start college, they realize that they do not have the background knowledge to prepare them for subjects they are taking. Developmental classes are not enough to compensate for the academic deficiencies that some of these students have (Goldschmidt, Notzold & Miller, 2003).

### *Purpose of the Study*

The purpose of this study was to explore the effects that participation in the College Student Success course had on in-term retention and academic performance of ESL students enrolled in developmental reading and English courses at Central Piedmont Community College.

Authors like Cummins (1989) and Freire (1970) contend that educational underachievement is the result of the failure of schools to change the traditional relations between the dominant and the dominated minority groups. Minority students experience academic difficulties because schools have reinforced or have failed to prevent the discrimination that minority groups experience in society. Minority students feel ambivalence and insecurity towards their own culture. They have been disempowered educationally and through interactions with society. Because minorities have already been disempowered by the social system, educational institutions should create a culture in which students feel empowered to develop both their academic abilities and their confidence in their personal identity.

Minority students come to the schools with a sense of being helpless and very often take a passive role in the learning process. In order to help students develop a sense of belonging in the culture of the schools, teachers need to become sensitive to the life experiences of the students. Adult students bring their life experiences and preconceived notions to the classroom. Instructors face the challenge of relating their own life experiences to the experiences of their students (Cummins, 1989). This interaction and sharing of life experiences between instructors and students in the classroom setting is conducive to the development of transformational learning.

Transformational learning is a process in which the adult learner analytically scrutinizes his or her beliefs, value system, and assumptions after learning new concepts. This experience leads to the process of personal and social change (Mezirow, 1991). According to Mezirow (2000), transformationalism helps adults make sense of their environment so they can act upon it. This is a complex process in which the personalities of the teachers and learners interact with the educational setting and the political environment. Learners examine themselves and the beliefs they bring to the learning experience.

The principles of transformation theory are: 1) individuals need to make sense of their experiences; 2) adults have to learn to study contexts, examine assumptions, and evaluate rationalizations; 3) individuals need to learn to act on their own values and needs rather than on those values that are foreign to them; 4) individuals need to use rational discourse and dialogue to examine their assumptions and those of others; 5) individuals depend on society for their sense of being; 6) culture does not encourage collaborative thinking and the development of a social competence and conscience; 7) the successful adult educator transfers his or her authority to the learner, becoming a collaborative learner; and 8) underclass populations are unlikely to participate in transformationalism because this experience could liberate them from the culture of the dominant group.

Transformational learning occurs when students change their views and preconceived notions. This transformation can be liberating in terms of social, political, and personal aspects. English as a Second Language students who come to community colleges from high schools in the U.S. may think that the expectations of their instructors in college and their methodology of teaching are going to be similar to those of their high

school instructors. Other ESL students may have completed high school and even some college in their native countries. They also bring different expectations, experiences, and ideas to the classroom. In a focus interview with Academic ESL students conducted at Central Piedmont Community College, students expressed their concern that they did not know what to expect when they enrolled in their ESL courses. Some of them talked about the differences in the way the courses are structured and taught in the United States in comparison to their home countries. Other students talked about the differences in teaching styles among their teachers in their home countries and the teachers in the U.S. One student suggested that it would be a good idea to offer international students an orientation course to help them become familiar with the college setting, the way classes are taught, and what is expected of the students (McElroy, McElroy, Temple, Seifert, & Pugalee, 2006).

Transformational learning takes place when ESL students incorporate their new knowledge to their frames of reference. They own their knowledge because they have been able to process it, and it becomes part of their world and their expectations. Transformational learning can be an empowering tool because it involves the development of cognitive skills. Students develop strategies for approaching college work while they attempt to make sense of the new material that is presented to them.

Students with different linguistic backgrounds bring to schools constructed knowledge that includes language and cultural values that have been learned at home and in their communities. This knowledge is the framework for building new understanding (Lee, 2005). Native language proficiency contributes to second language acquisition. The strongest predictor of second language student achievement is the amount of formal

schooling in the first language. The more first language grade-level schooling, the higher is the achievement in the second language (Thomas & Collier, 2002).

The adult ESL experience can be characterized as one that is continuously changing. Perspective transformation experiences require a profound modification in the way adults understand their lives and their world (King, 2000). For ESL students enrolled in community colleges, transformative theory means changing any predetermined ideas they may have about learning English and the American culture. ESL students become more self-confident as they learn to adapt to the new language and culture.

Transformational learning theory derives from humanism and constructivism. Transformational learning contends that learners have the ability of becoming self-motivated, self-directed, rational, and empathic. They can participate in collaborative discourse, and as result, they will be able to exercise individual agency and will act reflectively (Mezirow, 1999).

There are three learning domains in transformational learning theory. They are instrumental, communicative, and emancipatory. Instrumental learning deals with determining cause-effect relationships. These relationships can be established through task-oriented problem solving (Cranton, 1994). Communicative learning concerns learning to understand what other people mean to say, and being able to communicate with other people and being understood. Emancipatory learning involves the freedom from certain forces that control choices that people make, and that are perceived to control people's lives. Transformational learning theory leads to empowerment of the learner.

Transformational learning attempts to explain the process in which the learner re-evaluates his or her values, beliefs, and assumptions. These beliefs can be about people who are different from the learner or assumptions about his or her own intellectual capacity. Learners are exposed to positions about situations that they have not experienced yet in order to re-consider their accuracy and value (King & Wright, 2003; Merriam, 2004).

The goal of transformational learning is independent thinking (Mezirow, 2000). Critical thinking is the core of adult literacy and ESL. The process of acquiring a language can lead to changes in a learner's identity. Adult ESL learners experience personal and social changes. Studies in transformational learning theory report that as students participate in adult ESL classes, their ideas about learning English changed. Some learners thought that English was easier and more pleasant than they expected. Others found similarities between their native language and English. Learners evaluated their assumptions and beliefs while learning the new language. Learners in this study became more aware and more appreciative of people from other cultures, and as a consequence experienced a deep social and cultural understanding. Adult ESL learners reported having gained a greater self-esteem and empowerment as they learned to deal with learning the new language and culture (King, 2000).

Second language acquisition might be approached as a process of making meaning by linking the experiences of the learners to culture, literacy, language, and learning (Wrigley, 1993). The understanding of texts requires cultural knowledge and social values. Adult ESL learners may benefit from instruction that leads them to critically interpret texts. Learners have an opportunity to engage with sources of

information and to question social contexts, purposes, and the possible effects that the sources have on their lives (Van Duzen & Florez, 1999). Immigrants may experience a drastic adjustment or transformation of their social identity and other facets of the self such as family role, life skills, and sense of community (Wonacott, 2000).

### *Significance of the Study*

This study has the potential of impacting ESL students, educators, and administrators in the community college setting. Community college educators are faced with the fact that the ESL population has grown and keeps growing. English as a Second Language students come to the community colleges looking for ways to improve language skills and to receive a quality education. Community college educators want to help all students become productive members of society. In order to become such members of society, individuals need to learn the language, but they also need to relate to other members of the community. Some students feel isolated because in the traditional ESL courses, students receive instruction with other nonnative speakers of English and do not have chances to interact with native speakers. Students enrolled in ESL courses do not feel as if they are part of the community college because there is a lack of information about the services that the school provides. The transition to college courses can be traumatic because the ESL students are not used to being around English speakers and because they do not know how to navigate the academic system.

A comprehensive orientation course that provides lessons on how to improve study skills and access services such as counseling and tutoring for the ESL population could possibly help students make the critical transition to the academic system, even if these ESL students are choosing not to participate in language instruction designed to

meet their particular needs. When ESL students have an opportunity to interact with their English-speaking peers and are exposed to services specifically designed to help students succeed, they are more apt to experience deep changes in their pre-conceived notions about native English speakers and the academic system. The ACA111 orientation course at Central Piedmont Community College offers students, including ESL students, the opportunity of experiencing transformational learning. Students who enroll in the ACA111 course are taught to rely on themselves and to plan for their futures.

This study has implications that could inform current community college practices. Community college administrators could refer to the study and decide if offering an orientation course could be a good strategy to recruit and retain ESL students, since students who are involved in the learning process feel validated and develop a sense of self-esteem that translates into a better academic performance.

#### *Research Question*

This research will address the following question: What effects does participation in the College Student Success course have on in-term retention and academic performance of ESL students enrolled in developmental reading and/or English courses at Central Piedmont Community College?

*Definitions of Terms*

1. ACA111 – College Student Success Course. Orientation course designed to help the novice or under prepared student navigate the academic system by providing information on how to access services such as counseling and tutoring.
2. ALC – Academic Learning Center.
3. Accuplacer – College entrance placement test published by The College Board, which assesses students' proficiency in the areas of mathematics, reading, and sentence skills. This test is used by CPCC to gauge students' readiness to enroll in college-level courses which require specific proficiency levels in these skill areas.
4. At-Risk Students – Students who enter CPCC needing developmental (remedial) coursework in reading and/or writing, as determined by scores on the College Board's Accuplacer placement test.
5. CMS – Charlotte Mecklenburg Schools.
6. CPT – College Placement Test
7. ESL – English as a Second Language.
8. Generation 1.5 – Students who exhibit characteristics that fall between first and second generation Americans.
9. Learning Style – Students' preferences for auditory, kinesthetic, or visual learning. Students may have multiple preferences.
10. Mainstreamed education – Students' entry into regular courses.
11. Teaching Methods – Specific instructional tools and/or strategies employed by faculty members in the teaching/learning process.
12. TOEFL – Test of English as a Foreign Language.

13. TESOL – Teachers of English to Speakers of Other Languages.
14. Title III Faculty Training – CPCC’s 48-hour faculty training program developed by a team of faculty and administrators in support of the college’s Department of Education Title III Improving Institutions grant.

## CHAPTER TWO: LITERATURE REVIEW

This literature review intends to explore instructional approaches and practices that are used to ease the transition of the adult ESL learner into doing college-level work in English. This review is divided in four sections: transitional programs, program approaches to English as a second language instruction, services for ESL students, and programs for generation 1.5 students.

Community college educators are faced with the challenge of providing services for at-risk students. Beckett and Haley (2000) present the fact that by 1997 the number of students with limited English proficiency increased to approximately 3.5 million. Students in this group are the most disadvantaged, in the academic sense, of all populations attending elementary and secondary schools in the U.S.

Individuals take approximately seven years to become proficient in academic English (Cummins, 1981). Some ESL students are not proficient in English when graduating from high school and matriculating into a community college. If ESL students have been in the U.S. for an average of five years, they generally have not had enough time to achieve academic proficiency and therefore are not prepared to do college work.

Usually ESL students quickly develop what Cummins (1981) describes as Basic Interpersonal Communications Skills (BICS). This is the capacity to carry out everyday conversations (oral language), which differs from Cognitive Academic Language Proficiency (CALP). In many occasions, ESL students are mainstreamed based on their

proficiency in BICS even though their CALP has not reached a sufficient level of development. English as a Second Language students will experience various levels of difficulties depending on the cognitive demand of the school subject and how abstract the subject is. ESL teachers need to address the needs of their students who are learning the language and culture of the United States. At the same time students acquire these, they need to learn the rules, content, and processes of specific academic disciplines (Lee, 2005).

An ESL learner may seem to function in an English-only classroom because he or she can communicate with other peers, and his or her teacher. It would seem reasonable to assume that this student should be able to become completely fluent in a short period of time. ESL students can develop conversational skills in two years, but academic proficiency may take much longer. It takes ESL students five to seven years to be at the same academic level as their English-speaking peers (Collier & Thomas, 1999; Cummins, 1989). There is a gap between ESL students and the abilities of native speakers of English to work with academic language, and ESL students need to increase their language proficiency in order to get to the same level as their English-speaking peers (Drucker, 2003).

A two-year ESL program is not enough to make students as proficient as their peers who are native English speakers. English as a Second Language students are very often mainstreamed into regular classes when not ready, and therefore feel scared and unprepared for the academic coursework. In order to ease this potentially traumatic experience, community college educators have developed and implemented programs to help students make the transition into mainstream courses (Rodriguez-Diaz, 1991).

### *Transitional Programs*

Rosenthal (1992) reports on a transitional program to help mainstream ESL students established by Kean College of New Jersey. The goals of this transitional program are to reinforce the language skills acquired in ESL courses, to encourage interaction between ESL students and native speaker classmates, to provide support (tutoring), to help students feel more at ease in the English-speaking classroom, and to show instructors how to adapt teaching strategies to meet the needs of ESL students. The focus of the transitional program is to increase the self-confidence and the English language skills necessary to help ESL students succeed academically. Faculty members who participate in the program are trained to work more effectively with the ESL population. Before the semester starts, instructors designate one class as “transitional” and save a number of seats for ESL students. The majority of the students in the class are native speakers of English. ESL students have a chance to interact with native classmates and receive instruction in English. Counselors at Kean College provide counseling and academic instruction in Spanish (and other languages) while advising ESL students of the availability of “transitional” sections. Kean made a commitment to the culturally diverse population of the college. The retention rate of the students at Kean College improved due to the implementation of the transition program.

Educators in the area of ESL should acknowledge that the numbers of ESL students keeps growing, and that there is a diverse linguistic need among these students. Educators should not group ESL students in clusters. ESL programs should focus not only on developing language proficiency but also on developing study and research skills that are going to be necessary when taking academic courses. In the summer 1988,

Medgar Evers College participated in a pre-freshman summer program. Educators from the college piloted a small introductory course for ESL students who did not place high enough to take mainstream freshman-level content and composition courses. The main goals of the course were to improve academic and social weakness, to better prepare students for skill courses to be taken in the fall, and to promote language proficiency in the context of the different disciplines that the students would be studying. The benefit of this specific approach relies in the fact that ESL students spend many years in remedial programs learning the basics but are never provided with the opportunity to develop proficiency in a specific discipline (Rodriguez-Diaz, 1991).

A total of 153 out of 271 third-year ESL students at Brooklyn College have fluency in spoken English, but are less proficient in reading and writing academic English (Patkowski as cited in Rodriguez-Diaz, 1991). The rest of the students in the program who are more proficient readers and writers of Academic English expressed the need for counseling and outreach programs to give them a sense of a college experience. The transition into academic courses can be traumatic and the best way to solve this problem is to enhance the curriculum in a way that there are different levels of entry and progression for ESL students. As a result, students would be better prepared to take future college-level content courses (Rodriguez-Diaz, 1991).

Many ESL students see community colleges as places to improve their English and as transition into mainstream academic education. Instructional programs have to serve two purposes, to improve the language skills of the ESL student and to provide academic services that help incorporate both academic and vocational instruction. At the same time, these services need to help students develop a positive self-image and a better

attitude about their field of studies (Tichenor, 1994). In order to investigate contextual and individual-level effects on academic performance and school drop-out rates of children of immigrants, Portes and Hao (2004) analyzed data from the Children of Immigrants Longitudinal Study. They found a positive association between students' self-esteem and their GPAs/high school graduation. These findings also support a strong effect of growing up in a household with both biological parents and the influence of early motivation on educational outcomes. Research shows that immigrant students seem to be more engaged in college if they take advantage of services such as tutoring, counseling, computer facilities, etc (Fitzgerald, 1995).

Adolescence and learning a new language and culture could be a traumatic experience for immigrant high school students. Immigrant students face many obstacles when making the transition to higher education because they have the expectation that the high school system and the higher education system are similar. Students need advice and support in order to navigate the higher education system. Some programs offer basic information about preparing, selecting, and applying for college. Staff in academic services provides support such as tutoring, summer school, and weekend programs to improve the students' academic and English skills. In order to help immigrants make smooth transitions into higher education, schools must have the function of communities that connect families with other organizations outside the school. Instructors should provide students with information about the U.S. culture and the culture of the school. School personnel should develop curricula and instruction that incorporates experiences, knowledge, and skills of the students (Lucas, 1996).

Similarly, college educators in the Community College of Philadelphia established “transitional” programs to help motivate ESL students to continue with English and content area studies. An example from the transitional program is the ESL psychology course in which students who successfully complete the course receive the same credit as the students who have taken the regular psychology course. The class size of the ESL psychology course is smaller and students receive more individualized attention in order to assist them in understanding course material so that they are able to successfully complete the course. Courses in the transitional ESL program involve investing greater resources, but the retention rate of the ESL students demonstrates the success of the program (Ignash, 1992).

In order to ease the transition of high school students into college-level work, community college educators monitor the characteristics of the students who successfully complete high school. Derwing, DeCorby, Ichikawa, and Jamieson (1999) discuss the factors that affect success of ESL high school students. The authors conducted a series of interviews with ESL students that revealed that students who successfully completed high school were more willing to take initiative in developing friendships with native speaker friends and asking for help with homework than non-completers. Additionally, these students would ask teachers for further explanations or extra help outside the classroom to complete assignments. Successful students showed determination and perseverance in achieving academic goals. Non-completers were more passive about education and said that teachers were responsible for the social and academic success of the students. Non-completers felt that teachers needed to offer more explanations, check for understanding, and offer opportunities with interaction with other students. The nature of the community

college environment allows students to receive more personalized attention from the instructors and other school personnel. Instructors need to help develop a sense of learning community in the ESL program.

A recent survey of ESL students enrolled at Central Piedmont Community College and at a Charlotte-Mecklenburg High School shows that a majority of the students find that the instructional methods used by their teachers here in the United States differ significantly from the methods employed by teachers in their home countries. While some students prefer some aspects of their educational experiences in the U.S., most students who found marked differences indicated that they were more comfortable with the methods used in their home countries. In particular many students indicated that they have found the U.S. classroom experience to be lacking in structure. This suggests that U.S. instructors should be aware that many teaching methods such as group-based and project-based learning may run counter to their foreign born students' educational sensibilities. This does not mean that instructors should avoid these instructional strategies, which have been proven to work, but rather that instructors need to pay attention to explaining the rationale(s) for using these approaches to foreign born students (McElroy, McElroy, Temple, Seifert & Pugalee, 2006).

*Program Approaches to English as a Second Language Instruction*

Program approaches to English as a Second Language instruction include methods that are usually used with under prepared students. Under prepared students lack the cognitive skills necessary to be productive and the social survival skills needed to navigate the academic environment. In order to help students “navigate” the system, ESL educators should incorporate students' past academic experiences into the curriculum and

should provide the students with a more holistic approach to learning course materials. A holistic approach to learning incorporates opportunities for self-activity, self-discovery, and intrinsic motivation. Students should also receive advice on how to survive the culture of the academic world (Kuo, 2000; Rose, 1989).

ESL educators in community colleges usually incorporate the use of paired classes such as language and computer labs, and distance education. For example, instructors at The Bilingual Immersion Program at Compton Community College in California provide instruction in English paired with college prep coursework as well as the basic skills needed to survive in the classroom and workplace. Bilingual instructors teach math, science, art, social sciences, and English. Additionally, ESL students are required to use the tutorial program at the college. ESL tutors can help with the success of the students. At Bronx Community College in New York, ESL tutors are trained to be active with the subject material, to engage the students directly in order to increase their understanding, and to foster the student confidence to function independently (Kuo, 2000).

Only a few ESL students who participate in adult classes move on to academic ESL programs. The ESL literacy curriculum is mismatched with GED and academic ESL curricula in purpose, content, and context. Such transitional ESL programs can provide students with 1) motivation and belief in self-worth in order to face the challenges of academic demands; 2) knowledge of how to transition to the norms of the academic community; 3) conceptual development and critical thinking skills; 4) greater focus on language accuracy and use; 5) depth in reading and writing, and multiple skill integration; 6) development of a larger vocabulary based on academic terminology; and 7) integration

and transfer of first language skills and use of first language strategies (Rance-Roney, 1995).

Cooperative and collaborative learning helps students understand texts while acquiring new vocabulary. Students improve their English language skills and are more willing to participate in discussions about other subjects. Working in small heterogeneous groups, students learn to help each other while recognizing and accepting the differences that each group member brings to the group. Students are more open to express their ideas to peer members first and to the whole classroom later. Language plays an important role in learning any content area. By encouraging communication in the classroom, teachers give an opportunity to their students to become fluent in the educated or academic discourse that at the end is an important factor in determining the academic success of the students (Kagan, 1995).

Cultural factors that can influence student and teacher behavior during ESL instruction include roles of learners and teachers, gender related issues, appropriate topics for instruction, and behavior at the site of instruction. Learners and teachers bring different expectations and evaluations to the classroom. ESL teachers need to be aware of the cultural background of the students when asking for participation and when planning topics for instruction. Cross-cultural efforts should result in a mutual discovery and adaptation by students and teachers that would lead to instruction that is culturally and linguistically compatible with all the participants (McGroarty, 1993). Teachers should provide cultural relevant lessons and build on the knowledge their students bring to the classroom. Successful math programs for migrant students have four components in common: 1) a culture in the workplace that emphasizes on instructional; 2) a culture of

respect for all students; 3) student-centered instruction; and 4) a strengthening curriculum that focuses on continuous review (Reyes & Fletcher, 2003). These characteristics provide a context for considering essential components for successful academic programs for ESL students.

There are several instructional approaches that can be applied to adult ESL programs. Examples of these approaches are whole language, learner-centered, language experience, competency-based, and Freirean/participatory. A teacher can incorporate a whole language approach by recognizing that most adult ESL students already know about how language works. In the whole language approach, teachers share views on how language is learned with the students. Learners should be encouraged to take risks and develop literacy in ways that are relevant to personal situations.

The whole language approach can be described as a community of learners working together to develop the curriculum, share knowledge, and evaluate results together (Jeynes & Littell, 2000). Classroom activities that can be used with the whole language approach are: 1) extensive reading and writing, 2) group development of written texts; 3) direct instruction in reading and writing techniques; and 4) ongoing student and teacher evaluation of students' work. Whole language instruction emphasizes on entire pieces of literature and useful language, individual students' choice of assignments, and integrated languages experiences. Writing and publishing develops from a process in which students and teachers come up with writing topics, draft compositions, share, confer, revise, edit, and publish. The students who participate in the whole language approach feel validated and motivated to express their ideas. The learner-centered approach involves the learner in the decision-making process regarding the content of the

curriculum and the way the curriculum is taught. The learner-centered approach involves collaboration between the teacher and the learner. The language experience approach is ideal to capitalize on the strengths of the learners in allowing reading and writing to develop naturally from activities and spoken language. Competency-based education approaches have been used in adult ESL instruction since 1975 and is described in task-based in terms of what the students will be able to do.

The Freirean/participatory approach advocates literacy as a vehicle for personal transformation and social change. It develops from discussions that generate from real-life experiences of the learners. The central principle of the participatory approach is that education and knowledge are only valuable when used to achieve freedom from negative social conditions that affect the life of the individual. These approaches are complementary of each other and share basic philosophies. They all support the idea that the learner should be a part of literacy education, experiences should be valued and respected, and that learning experiences should be relevant (Huerta-Macias, 1993; Peyton & Crandall, 1995).

Consideration of successful interventions is essential given that students with limited English proficiency are dropping out of school at a higher rate than English-fluent students. Limited English proficient students also have higher rates of grade repetition. To increase retention and successful grade completion, Beckett & Haley (2000) suggest that there is a need for ESL standards that should guide all schools for Pre-K-12 students. TESOL (Teachers of English to Speakers of Other Languages) (1997) identifies four ESL standards: 1) schools and communities throughout the United States are faced with increased linguistic and cultural diversity; 2) English speakers of other languages

students vary significantly in proficiency level and academic needs; 3) the ESL standards describe the language skills necessary for social and academic purposes; and 4) the ESL standards provide the link to general education standards expected of all students in the U.S. The four ESL standards should also be applied to the community college ESL curricula because some of the students who do not complete high school often enroll in community colleges later on.

### *Services for ESL Students*

At-risk students require more than instructional programs. Three areas of primary concern to the ESL program are recruiting and retaining students, and providing student services (Fox, 1988). Infrastructure such as the library, language lab, and computer lab are usually provided by the school but ESL program developers should also arrange for services that are needed specifically for ESL students. Services provided to ESL students could include a reading lab, a small library of selected reading for extensive practice, and a writing lab to help the students with specific problems. ESL students should have an academic advisor to help with registration, programs, and personal situations.

Certain program factors are strongly related to high levels of ESL persistence. Learners who use support services such as counseling, tutoring, transportation, etc. persist longer than students who do not use those services. ESL learners who take classes during the day persist longer than those students who take classes at night. Students who participate in computer assisted learning labs or independent studies persevere longer than students who attend the classroom only (Fitzgerald, 1995).

Financial aid and academic support are two main factors that influence Hispanic community college student retention. Rendon and Taylor (1989) present a ten-point

action plan that community colleges can implement to support Hispanics and other minority students. According to the plan, community college educators should 1) develop stronger connections with feeder schools; 2) develop connections between the college, family, business, and the community; 3) involve the Hispanic family in the education process; 4) increase the quality of teaching and learning by setting high and reasonable faculty expectations of the students, frequently measuring learning and growth, including Hispanic perspectives in the classroom, and faculty staying current in their teaching field; 5) improve counseling and advisement; 6) engage students in the academic and social structure of the college; 7) increase the number of Hispanic students who transfer to four-year institutions; 8) increase the number of students in high tech programs; 9) train faculty on how to use assessment as a teaching tool; and 10) collect student data.

The Puente Project and the Enlace program are two successful retention programs designed specifically for Hispanic students (Avalos & Pavel, 1993). The Puente Project is a community college program in California. The goals of the program are to increase retention, completion of the general education requirements, and transfer of Hispanic students to four-year institutions. Puente Project administrators employ English instructors that are specifically trained to work with the Hispanic population. Hispanic counselors and other Hispanic professionals serve as mentors and are dedicated to help students improve their academic performance, self-confidence, and motivation. Enlace developed from the Puente Project and shares many similarities in the goals and the framework of the program. Enlace also helps students improve math skills. Mexican-American students have lower enrollment in math than their peers and lower achievement when enrolled in math courses (Crosnoe, Lopez-Gonzalez & Miller, 2004). When

teachers work with bilingual students, they should consider their students' experiences as an asset and not as an obstacle. The students' first language can be a resource for learning mathematics and therefore, improving academic achievement in this area. For example bilingual students use gestures, objects, everyday experiences, their first language, code switching, and mathematical representations to communicate mathematically (Moschkovich, 2002).

Such programs, however, require some form of assessment to determine the current levels of participants and to better match them to services and programs. Such assessments may be conducted for several reasons: to place learners the appropriate instructional level, to measure progress of programs and students, to check program effectiveness, etc. Needs assessments are important tools that examine, from the learner's point of view, the literacy needs of the student. The needs assessment can be used to develop the curricula and classroom practice. There are different kinds of assessment tools and activities such as survey questionnaires, learner-compiled inventories of language and literacy use, learner interviews, review of reading materials, class discussions, personal or dialogue journals, and timelines. Needs assessments can take many forms and can be carried out at anytime during the instructional process. The basic purpose of the assessment is to determine what students want and need to learn because learner motivation increases when there is a perception that the curriculum, materials, and methodology match the actual needs of the students (Weddel & Van Duzer, 1997; Burt & Keenan, 1995).

Education should focus on student learning and development but it should also concentrate on addressing human needs and resolving social problems. Community

service-learning has been gaining more reception in the secondary and higher education setting but has not been used enough in programs that help increase English proficiency among ESL college students Elwell (2001). In order for a service learning program to be successful, emphasis should be placed in the value of the individual, with consideration to all groups and a willingness to act in the interest of others. Educational experiences ought to 1) enhance student activities inside and outside the classroom setting; 2) encourage acquisition of knowledge and academic performance; 3) increase group-based and cooperative learning; and 4) help students develop solutions for real-world situations and complex issues (Wells & Grabert, 2004). ESL students who participate in service-learning have an opportunity to work in real-world projects that go beyond the typical academic exercise. These students interact with people outside the academic setting. They learn English by helping others while being exposed to the broader culture. These students can develop a sense of responsibility by helping others. This change in perspective is a result of transformational learning.

For example, the conclusions of a study conducted at Kutztown University in Pennsylvania show that overall participants in community service learning reported positive experiences. Forty first-year students and fifteen upper-level students enrolled in Conflict and Conflict Resolution and General Psychology volunteered to participate in the study. The upper-level students enrolled in the Conflict and Conflict Resolution course mentored the first-year students enrolled in the General Psychology course. The seven service-learning sites identified for this project were the Students and Mentors Achieving Results Together Program (S.M.A.R.T.), the Big Brothers Big Sisters Club of Unmatched Littles Program (C.O.U.L.), America Reads, a Lutheran elderly care facility,

an emergency shelter, a middle school reading program, and a local prison. All students needed to complete 20 hours of service in sites selected based on their interests. To fulfill their course requirements, participants had to individually reflect on the service learning experiences through class discussions, a reflection log, and a final paper. Students in the Conflict and Conflict Resolution class also worked in developing and enhancing their leadership and team-building skills. All students reported positive and enlightening experiences working with their partners (Wells & Grabert, 2004). Community service projects must have real-world relevance. Students who participate in this kind of project develop a sense of duty and responsibility to their community. Community service projects are beneficial at the academic, personal, and societal levels. For example, Foothill Colleges in California students can earn Title V degree applicable credit in many ESL courses (Elwell, 2001).

#### *Programs for Generation 1.5 students*

Generation 1.5 students are those who have graduated from U.S. high schools and who in most cases speak English fluently. These students exhibit characteristics that fall between first and second generation Americans. Generation 1.5 students are not easily identified due to the fact that they do not have a foreign accent in English. School personnel assume that their writing skills are similar to those of native speakers of English. Because of that, they often do not receive information about supplemental services that are available to them (Wurr, 2004).

Traditional academic college-level ESL classes are not designed to meet the academic needs of Generation 1.5 students. Instructional methodology and materials used in these courses have been chosen for students who have recently arrived to the U.S.

There are based on the premise that ESL students have completed some level of formal education in their countries of origin. American culture is an important part of the ESL curriculum. Educators assume that students who enroll in academic ESL courses already have formal grammar instruction in their own languages and high world knowledge (Blumenthal, 2002).

U.S. colleges are experiencing an influx of Generation 1.5 students enrolling in college-level courses and have only recently started to gather data about this group of students. Most institutions do not know how to better serve them. The main problem is the difficulty in identifying these students. Educators do not know if Generation 1.5 students are better served by an ESL program, a remedial program, or a combination of both (Blumenthal, 2002). The following summary shows what some colleges are doing when faced with the question of how to serve Generation 1.5 students. Due to the growing number of Generation 1.5 students enrolled in William Rainey Harper College near Chicago, the ESL program started offering special sections of reading and writing courses to meet the needs of those students (Blumenthal, 2002).

Educators at Bergen Community College in New Jersey have defined Generation 1.5 students as “crossover” students and have developed the Language Minority Crossover Project. This project is an interdisciplinary initiative designed to support the academic success of Generation 1.5 students. The instructional aspect of the program consists of a 5-credit English skills course divided into different components, a 3-credit course taught by a basic skills instructor that focuses on reading and writing, and a 2-credit course taught by an American language instructor that focuses on grammar and language study, and a 1-credit lab course of directed studies at the school’s learning

resource center. ESL instructors advise basic skills instructors and observe reading/writing classes. Basic skills instructors advise ESL instructors and observe their grammar classes. The staff of the learning center works with faculty members in developing the curriculum for the directed studies course. CD-ROMs, Web activities, and Web links are available to the students via online course delivery software WebCT (Miele, 2003).

Another example is Pennsylvania State University who developed a 30-hour pre-college summer program focusing on reading, math, and writing skills to help students (including Generation 1.5) transition to college. This program is designed and conducted by students under the guidance of university staff. It is intended to provide students with the skills necessary to succeed in their freshman courses. The program helps students to get ready for their math and English classes and introduces them to learning strategies that are useful in all their college classes. The Learning Center provided assistance to the students who developed the program. The success of this program lies on the fact that the students know that this is not an ESL program. It is a program for all students who need help with their academic skills. Peer tutors help the new students with their math and English courses. Tutors help students build study skills, and introduce them to learning strategies. Participants design their own schedule and are required to complete 30 hours. Tutors are trained and work closely with instructors from the math and English departments. The program's goal is to help students to organize time, follow directions, understand assignments, and master math, grammar, and writing skills. The program teaches students to accept responsibility for their own learning. Students are required to meet with professors, advisors, and tutors during the summer and are encouraged to

identify their weaknesses and to work on areas that need improvement. The program also emphasizes the importance of participating in the college experience (Goldschmidt, Notzold, & Miller, 2003).

### *Summary*

The goals of ESL transitional programs are to allow students to practice the language skills acquired in ESL courses, to provide opportunities for interaction between ESL students and native speakers, to offer academic support such as tutoring, counseling, advising, and career exploration, to acclimate students to the English-speaking classroom, and to equip instructors with teaching strategies to meet the needs of ESL students. The focus of transitional programs is on developing the self-confidence and the English language skills necessary to help ESL students succeed academically.

Program approaches to English as a Second Language instruction are normally focused on methodologies specifically designed to meet the needs of students who are lacking in some areas of academic readiness. ESL students often display a lack of awareness of social norms within the education environment, which can leave them without the skills needed to be successful.

At-risk students, including ESL students, need to develop skills that are outside of traditional academic areas of study. ESL programs must focus on recruiting and retaining students, providing student services that are targeted to the special needs of individual ESL students, and providing sufficient academic support in the form of resources and technology.

Generation 1.5 students are not like traditional ESL students in many ways. Educators may even have difficulty identifying students as Generation 1.5, since these

students are often adept at speaking English and quite familiar with cultural norms of the United States education system. Most institutions do not know how to better serve them. There is disagreement among educators about whether Generation 1.5 students are better served by an ESL program, a remedial program, or a combination of both.

## CHAPTER THREE: METHODS

### *Chapter Organization*

This study examined data from ESL students enrolled in developmental English and/or reading at CPCC. This data was collected from four academic terms. A subset of these ESL students who enrolled in developmental courses also enrolled in ACA 111: College Student Success Course. The purpose of this study was to explore the effects that participation in the College Student Success course had on the in-term retention and academic performance of ESL students enrolled in developmental reading and English courses at Central Piedmont Community College. More specifically, this study compares retention and grades in developmental English and/or reading courses of ESL students enrolled in ACA 111 with students not enrolled in ACA 111. The treatment is participation in the College Student Success Course at Central Piedmont Community College. The measurement variables are the in-term retention and academic performance, measured in quality points received in developmental English and/or reading.

The College Student Success course offered at Central Piedmont Community College is an orientation course open to all students. It helps prepare them to navigate the educational system and it teaches the basic study skills necessary to enter college-level courses. Students enrolled in this course take personality and learning inventories. The results of these assessments are used to give students an indication of what kind of learners they are. The personality inventory is based on Jungian typologies, and students

are provided with interpretive information that gives them a general overview of their type results. Students are also provided with information about how to access more in-depth analysis regarding both their personality type results and the nature of Jungian personality typing, including criticisms of it. They receive some information in written form and some in the form of HTML links. The same is true for the results they receive from the learning style preference inventory, which is based on the basic auditory/kinesthetic/visual types. ACA111 instructors and professional advisors and counselors use the results in their work with students, making sure that students understand that these assessments are not perfect and are designed primarily to get students thinking about how they learn and what academic and vocational pursuits they may be interested in. Students participate in class activities specifically designed to teach them to be master students. Students enrolled in this course use technology as they learn about Campus Security, Library, Student Life, Financial Aid, Counseling and Advising, Career Services, and the Academic Learning Center. Students learn skills that lifelong learners need, such as study skills, computer, communication, and goal-setting skills that are essential to navigate the college system.

#### *Research Question*

This research addressed the following question: What effects does participation in the College Student Success course have on in-term retention and academic performance of ESL students enrolled in developmental reading and/or English courses at Central Piedmont Community College?

### *Participants*

Students who seek admission in an academic program at Central Piedmont Community College have completed high school and are required to take a placement test that places them in the appropriate classes. This examination assesses reading, English, and math skills. The **Accuplacer** is a Computerized Placement Test that provides placement and advising information to students entering college. Students at CPCC take the test at the Testing Center. The testing is self-paced, untimed, and adaptive, meaning that the questions are given based upon previous answers. Students are told to make an appointment with an Academic Advisor to get their results after their testing session. Students' scores determine which courses they are qualified to take. Table 1 shows Accuplacer cutoff scores for developmental courses. The Accuplacer has three parts: 1) Reading Comprehension: 20 questions related to reading skills, such as identifying the main idea and making inferences.; 2) Sentence Skills: 20 questions related to sentence structure and grammar; and 3) Mathematics: questions that range from arithmetic to college-level mathematics. Students begin with one section and, depending on their performance, may advance to other sections.

Table 1

#### *Accuplacer cutoff scores for developmental courses*

Sentence Skills	Reading Comprehension	Algebra	Arithmetic
85	79	60	Not considered

Sample items:

### **Reading Comprehension**

#### *Question 1: Narration*

In the words of Thomas De Quincey, "It is notorious that the memory strengthens as you lay burdens upon it." If, like most people, you have trouble recalling names of those you have just met, try this: the next time you are introduced, plan to remember the names. Say to yourself, "I'll listen carefully; repeat each person's name to be sure I've got it, and I will remember." You'll discover how effective this technique is and probably recall those names for the rest of your life.

The main idea of the paragraph maintains that the memory

- A. always operates at peak efficiency.
- B. breaks down under great strain.
- C. improves if it is used often.
- D. becomes unreliable if it tires.

#### *Question 2: Sentence Relationships*

Two bold sentences are followed by a question or statement about them. Read each pair of sentences and then choose the best answer to the question or the best completion of the statement.

**The Midwest is experiencing its worst drought in fifteen years.**

**Corn and soybean prices are expected to be very high this year.**

What does the second sentence do?

- A. It restates the idea found in the first.
- B. It states an effect.
- C. It gives an example.
- D. It analyzes the statement made in the first.

Sample questions:

### **Elementary Algebra**

1. If a number is divided by 4, and then 3 is subtracted, the result is 0. What is the number?

- A. 12
- B. 4
- C. 3
- D. 2

2. Factor  $16X - 8$

- A.  $8x$
- B.  $8(2x-x)$
- C.  $8(2x-1)$
- D.  $8(2x-8)$

3. If  $X^2 - X - 6=0$  then X is:

- A. -2 or 3
- B. -1 or 6
- C. 1 or -6

D. 2 or  $-3$

4. If  $f(x) = x^4 - x + 2$ , then  $f(-x) =$

A.  $x^4 - x$

B.  $x^4 + x$

C.  $x^4 - x + 2$

D.  $x^4 + x + 2$

Students taking the Accuplacer test who score less than 85 on Sentence Skills, 79 on Reading Comprehension, and/or 60 on Algebra place into developmental courses. These students need to make an appointment for an interview with a counselor or advisor and are advised to take the College Student Success course. During the interview, counselors or advisors fill-out an electronic questionnaire which is intended to capture various personal data about the student. Items are designed to facilitate specific conversations between the student and the counselor, so that all of the students in this group have a similar interchange during the interview. Item number 8 of the questionnaire is: *Is English the language spoken most often at home?* Students can answer yes or no.

The answer to the question: *Is English the language spoken most often at home?* helped the researcher identify ESL students participating in the study. For the purposes of this study, students who answered “no” to question 8 were considered ESL students. All students identified through the interview process as ESL students participated in this study. Since the College Student Success course is not mandatory, there were two groups of ESL students. Members of one group opted for taking the ACA 111 course while the

others elected not to enroll in the course. This process enacted by CPCC did not allow for randomized assignment into groups; therefore, the study should be considered as quasi-experimental. A total of three hundred-eleven students participated in this study. This group represented all students who completed intake interviews during the study period. There was no categorization of data based on gender, age, nation of origin, or other demographic data.

### *General Background of ESL Students*

A small number of students at Central Piedmont Community College are international students who have come to the United States on student visas and who plan to return to their home countries after completing their studies in the U.S. Some of these students are well educated in their native languages. They are usually prepared for college-level work but need to improve their English language skills. Some academic ESL students who are not on student visas have also participated in post-secondary and/or high-level secondary education in their native languages.

Academic ESL students at Central Piedmont Community College have two different ways to matriculate at the appropriate level of instruction. Academic ESL students who are interested in improving their English skills for the purpose of continuing to do college work and/or students who are professionals in their home countries and want to better themselves in order to be eligible for a professional job in the United States are directed to take the Academic ESL Placement Test. This is an in-house test designed to determine the appropriate level of courses in which students are likely to be successful. ESL students interested in taking Academic ESL courses apply for admissions and are referred to the Testing Center to take document 47. The Academic English as a Second

Language Program at Central Piedmont Community College consists of four levels of listening and speaking, four levels of reading, four levels of grammar, four levels of composition, one level of reading and listening and speaking, and one level of grammar and composition. Placement tests scores are used to determine the appropriate level of proficiency of the student. Students need to complete this sequence of courses before they qualify to take regular English courses. These students are aware of their English skills and know that they will benefit from enrolling in ESL courses instead of trying to take remedial courses. Because these students choose to take Academic ESL courses that are designed to meet the needs of non-native English students, they generally do not encounter the difficulties often experienced by other ESL students who opt to take developmental reading and/or English courses designed for native English students.

There is another type population of ESL students who feel that they do not need ESL courses because they have graduated from U.S. high schools. These students are usually defined as Generation 1.5 students. Generation 1.5 students are comfortable speaking informal English. Their spoken language is fluent but shows fossilized language errors. Their grammar and pronunciation include second language errors (Blumenthal, 2002). These students come to CPCC and apply for admission as any native English speaking student. Most of them speak fluent English and do not demonstrate a marked foreign accent in English. They are directed to take the College Placement Test (the placement test required by the college in order to register in regular credit earning curriculum courses at CPCC). These students usually score into developmental English and reading courses and attend classes with native speakers.

Students who place into developmental courses are required to see a counselor or an advisor prior to enrolling in their classes. Counselors complete a computerized questionnaire based on the student's answers. Students have the option of identifying themselves as ESL students. The counselors then determine if the students would be better served if they took Academic ESL courses instead of developmental courses that are designed for native speakers.

Since generation 1.5 students present a challenge for CPCC, the general characteristics will be described in greater detail. Many generation 1.5 students do not want to be told to take Academic ESL courses because they have already completed ESL in high school and do not want to feel as if they are going backwards (Blumenthal, 2002). Some ESL students refuse to take ESL courses because they feel that they belong to the culture of the U.S. and do not want to be mixed with "internationals." They have already been treated as such in high schools and do not want people to think that they do not "belong" to the culture of the U.S. English as a Second Language students who have graduated from U.S. high schools have often been mainstreamed when they were not English proficient enough and subsequently have been pulled out of their mainstreamed classrooms to receive ESL instructions. In some cases ESL classes are conducted in older classrooms with few resources and materials and separate from other students. Students at this age do not feel comfortable being singled out in front of their peers and they resent being classified as "different" due to their English needs. When they graduate from high school, they do not want to repeat this experience. They just want to belong to the culture of the college like any other student. They describe themselves and feel like Americans (Wurr, 2004). Some of these students are residents or even citizens of this country. They

want to attend classes with other native speakers, which is why some ESL students opt to take developmental courses designed for native speakers.

Some schools have independent ESL programs working within the mainstream school activities. In some cases, ESL students take all their courses with the same ESL students. They do not have interactions with the mainstream students, with the exception of P.E. courses and some other electives. Many ESL students feel isolated, segregated, and disconnected with the mainstream students. Self-contained ESL programs in combination with cultural and linguistic issues lead to feelings of physical and emotional separation from the school environment (Callahan, 2005; Clemente & Collison, 2000). Because most of CPCC's students coming directly from high school attended the Charlotte-Mecklenburg School System (CMS) and because CMS offers an ESL program that is self-contained, many incoming ESL students at CPCC likely have experiences similar to the ones described above.

The deficiencies in English that native speakers have are not the same as those of ESL students; primarily, native speakers have the linguistic background to help them decode the rules of the language. The majority of instructors who teach developmental courses are not trained to work with ESL students and usually express frustration because they do not know how to approach and help these students. Developmental English, reading, and math instructors who have ESL students in their classes tend to think that ESL students need return to ESL classes because they do not progress as fast as the native English speaking students.

Some ESL students who sound like native speakers are allowed to register for developmental courses. The problem these students experience is that although they have

fluency in spoken English, they lack the knowledge of the syntax necessary to succeed in developmental courses. These students may also lack the knowledge of how to advocate for their own interests within the higher education environment. They have learned English through aural and oral skills. These individuals have formed vocabulary, grammar, and syntax rules by listening to their teachers, TV, radio, friends, and peers. These students have learned the language by using it. They are very similar to native speakers in that they learn English by usage (Harklau, 2000). These students may know common expressions and can speak like any other students their age, but when their written language is studied in detail, one finds that their errors do not look like those of native speakers. These students very often write what they hear and develop their own rules about the language. The rules that the students develop are difficult to eliminate. Most of these students have not been able to acquire the written skills necessary to do college work. Some of them have stopped literacy in their own language and are not completely literate in English (Morse, 1997). This illiteracy is both cultural and academic. These students have not fully acculturated to the new country. In most cases, ESL students are mainstreamed into the English language too soon and are rushed to pass from one course to the next. They graduate from U.S. high schools even if they are not ready. These same students who are not acculturated to this country attend college find themselves unprepared to do college work and to navigate the college system. Even though these students have been good students in high school, they did not have the same demands that they encounter in college. They do not know how to deal with the difficulties that they encounter in college. They usually lack confidence to navigate the

higher education system. These students do not know how to be their own advocates, and do not know how to get help (Goldschmidt, Nortzold, & Miller, 2003).

Students from diverse backgrounds may have experienced fragmented schooling. These students may have started and/or completed their pre-school or kindergarten years in a mainstream all-English school. If the student fails to make progress, he or she may be transferred to an ESL or special education class. Some students may experience all three during their first years of schooling. Research indicates that the amount of time necessary to attain grade-level expectation varies between two to seven years (Thomas & Collier, 1997, reference in Jimenez, 2004).

The academic skills of Generation 1.5 students are weak and similar to those of remedial students. Because the college system differs from the system of high schools, at-risk students who are native speakers of English find themselves in the same situation as ESL students. Students have difficulties transitioning from high school to college because of the differences in teaching methodologies and the curriculum between high schools and colleges. Students do not know where to go to get help. They do not have study skills, and are not aware of the services that colleges offer to their students. These students tend to quit at the first sign of difficulty. ESL students have two disadvantages: They have deficiencies in their language skills and do not know where to go to get help with their academic subjects, financial aid, etc. (Blumenthal, 2002; Miele, 2003).

Many immigrant students have made a fast transition from schools in their countries of origin to schools in the U.S. High school ESL instruction emphasizes on language acquisition while the intellectual development of the students is not as

important. As a result of this practice, ESL students often lack critical thinking skills (Harklau, 2000).

Effective secondary school programs offer ESL students programs that help promote academic and social development and adjustment. Support programs include peer tutoring, mentoring, career planning, multicultural awareness, and college preparation activities (Lucas, 1993).

The purpose of ESL instruction in North Carolina is to enable ESL students to develop the necessary academic skills they need in order for them to participate in the total school curriculum. The focus of the program is to prepare ESL students to function at the same academic level as their English speaking peers in all content areas (Standards for ESL Language Teachers. Approved by the NC State Board of Education, 2002).

English should not only be a subject. English skills should be developed through ESL, language arts, and all content areas so that ESL students can learn the course content while they learn English (Short, 2000). The acquisition of language and academic literacy is a process that takes a long time to develop. Linguistic ability should not be equated to intellectual competence. Students can contribute to their academic disciplines even if their language acquisition has not been fully developed. Predictions about academic performance should not be based on testing results. Students can progress even after their initial college experiences involve failure, fear, and frustration. Language and literacy are acquired while students engage in the subject matter (Zamel & Spack, 2004).

Students who are required to take developmental reading and writing courses do not meet the literacy norms of the colleges or universities they have enrolled in. Services that are offered to students enrolled in developmental courses include freshmen seminars,

critical thinking courses, study strategies courses, orientation courses, and sometimes freshmen composition courses. Successful developmental programs include assessment, placement, orientation, tutoring, advising, counseling, peer support, early alert programs, study skills training, and support groups (Kozeracki, 2002).

Orientation courses are designed to help student adapt to the campus environment by giving them an opportunity to get to know other students, faculty, staff, and school administrators (Derby & Smith, 2004). By getting more involved in the campus community, the rate of retention of the students increases. Students become active participants in the learning process (Tinto, 1989; Derby & Smith, 2004).

One strategy for teaching course content, and a strategy used by ACA111 instructors, is to guide students through the planning process. Students plan their future careers. Each student thinks about what he or she wants to achieve in his or her life and how long he or she thinks it would take for these things to be accomplished. Students need to pick objectives and figure out what resources are available to them. Students finally think about strategies for achieving their goals. As students achieve their goals, they learn that they can take control over their lives (France, 1991).

Many professionals working in students' success areas find that students who come to college without the basic skills necessary to succeed in the academic world never have the opportunity to develop and improve those skills. Those students who are under prepared for college may not enroll. Services like note-taking, study skills, tutoring, counseling, and advisement services play an important role in the retention of the students ( Kuo, Hagie, & Miller, 2004).

The HORIZONS Student Support Program at Purdue University has had a positive influence on student retention. Students who participate in this program learn and use study skills and strategies to meet their needs. Topics in the program include time management, note-taking, exam skills, critical thinking/problem solving skills, memory skills, stress management, reading strategies, levels of learning, and resources and facilities at Purdue. The orientation course offers a free tutorial program for any course. In the orientation course students are assessed using study skills inventories, critical thinking tests, and career inventories. The results of the tests are used to counsel students (Dale, 1995). The structure and content of the HORIZONS Program are very similar to those of the ACA111 orientation course at CPCC.

According to information provided by the Office of Planning and Research at Central Piedmont Community College (2006), students who take the ACA111 course at CPCC show a higher academic performance than the performance of their peers who do not take the ACA111 course. These students seem to complete their courses with a C or better. Since ACA111 seems to have a positive effect on native speakers, it will be interesting to see if the same effects occur with Academic ESL students. The ACA111 course introduces students to services such as the Academic Learning Center.

ALC Mission Statement:

The CPCC Academic Learning Center (ALC) is committed to helping students in three crucial areas:

1. Overcoming difficulties with academic coursework.
2. Promotion of independent learning.

3. Proactive endowment of students with skills necessary to promote academic and life-long learning success.

Academic ESL students who are placed into developmental courses may come with an academic deficiency in terms of their academic English skills, but if they use the services of the Academic Learning Center, they may be able to “catch up” with their peers.

Students who take the ACA111 course receive information about the college and its services in different formats. Instructors who teach ACA111 courses use a variety of teaching approaches that address all learning styles. Instructors attend a 48-hour training session before they are assigned to teach the College Student Success course. The faculty development activities involve developmental reading and English areas being trained in how to modify instructional delivery to accommodate different student learning styles and personality types and how to offer students information regarding how to plan their educational careers and access student services. Additionally, faculty members receive instruction from other faculty members in how to use various instructional approaches to meet the diverse learning needs of students. This includes training in lesson plan development and in the use of computer-based tools for instructional delivery. Following training activities, the faculty members work in teams to develop lesson plans that are then made available to all instructors teaching the courses for which the lesson plans are developed.

ESL students may benefit from the ACA111 course as much as native speakers because this course has many of the characteristics of transitional and traditional courses

designed to help ESL students succeed. The techniques that ACA111 instructors use to approach different learning styles are often used with ESL students.

Personnel from CPCC's Security, Library, Student Life, Financial Aid, Counseling and Advising, Career Services, and the Academic Learning Center come to the classes to give presentations to the students. The students read the information ahead of time and work on their workbook activities related to the specific student services area prior to the presentations. This is another way to reinforce the material covered in class while the students have direct contact with other faculty and staff from the college. The required textbook for this course was written by three instructors who teach ACA111 courses. The format of the textbook allows for students to complete activities directly to the book. The text comes with a CD-ROM that was produced specifically for the ACA111 course. In the CD-ROM, staff and faculty from different areas of the college talk about the services provided to students. This is another tool to help students learn about CPCC and its resources. By using different formats (readings, presentations, hands-on activities, and CD-ROM), students with different learning styles can learn the material better. Students also can keep the CD-ROM and use it as a reference tool in case that they have forgotten about how to find a specific service or campus facility.

#### *Research Procedure*

The treatment group was comprised of ESL students who enrolled in developmental reading and English courses and who had also registered for the College Student Success Course (ACA111). The comparison group was comprised of ESL students who enrolled in developmental reading and English courses but did not enroll in the ACA111 course.

After the ESL students were identified by the Office of Planning and Research at Central Piedmont Community College, data pertaining to the students' grades in their developmental reading and English courses and their in-term retention rate were collected by the same office and analyzed by the researcher. Using the data from four academic terms (fall 2004, spring 2005, summer 2005, and fall 2005 terms), the researcher compared the final grades in the developmental reading and English courses of the ESL students who chose to take the College Success Course with the final grades in developmental reading and English courses of the ESL students who chose not to take ACA111.

ACA111 College Student Success at Central Piedmont Community College is an orientation course designed to help students get acquainted to the college, its multi-campus system and its resources. ACA111 guides students through the complex campus environment so they do not get lost in the system. Students enrolled in this course use CD-ROM and internet technology as they learn about CPCC's Security, Library, Student Life, Financial Aid, Counseling and Advising, Career Services, and the Academic Learning Center. Students also learn skills that lifelong learners need such as study skills, computer, communication, and goal-setting skills that are essential to navigate the college system. After they become familiarized with the college system at CPCC, they can transfer to four-year institutions with greater confidence that they will be able to function in a new environment.

The following is the official description of the ACA111 from the North Carolina Common Course Library:

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 111 is a one-credit-hour course. The Course Goals are:

- To introduce the basics of college life and provide students with skills to function effectively in the college environment.
- To provide a general orientation to Central Piedmont Community College and various departments vital to students success.
- To introduce students to the Charlotte/Mecklenburg academic and social environment.
- To begin the self-assessment process necessary to develop a strategic academic plan for college success.
- To learn the skills involved in setting goals and developing an action plan through objectives.
- To learn basic study skills necessary for academic success.

According to CPCC's in-house textbook for ACA111 (2004-2005), the course is divided in three Units:

**Unit 1: About You.** This unit helps students discover characteristics about themselves that they may have suspected, may have been told, and may have already known.

Students have the opportunity to take The Learning Style Assessments and Personality Inventory. These assessments offer insights, options, and alternatives ways for students to look at themselves and to help them become successful in their academic pursuits. The ACA111 instructors teach students strategies to enhance their learning style. Students in ACA111 take and review a Personality Inventory. This inventory can give students insights about enhancing areas in which they are doing well and improving behaviors that may not work for them as well as they would like. This unit also covers setting goals and objectives, and barriers to goal-setting. Students learn to plan ahead so they can accurately predict some obstacles that they may find and may take steps to prevent and overcome them.

**Unit 2: About CPCC.** This unit presents the history of CPCC and the different areas and services of the college such as Campus Security, Financial Aid, Counseling and Advisement Services, Career Services, Student Life, Academic Learning Center, and Library Services.

**Unit 3: About College.** This unit explains the possible challenges that college students find such as finding time for school, work and family; financing their education; meeting new people including students, instructors, and staff; and figuring out the best way to study. This section presents an orientation to the college in general and introduces students to some of the skills that will help them succeed in their college career. Topics included in this unit are: Technology and Student Success in which students learn how to get access to computers at CPCC, student e-mail account, and Blackboard learning

management system; Time Management in which students learn to establish their priorities, and plan their activities; Study Skills which includes the Top 10 Things to Enhance Success in College; Policies and Procedures; Academic Plan in which students identify why they attend college and what they want. Students complete an Academic Strategic Plan Worksheet; Declaring Your Major; Skills and Barriers; and Planning Your Courses.

An example of some of the activities that students complete when they participate in the ACA111 class involves ranking values from 1 to 15 in order of their importance to the student. Values include achievement, affluence, authority, enjoyment, expertise, fame, family, freedom, friendship, influence, love, responsibility, security, self-actualization, and service. The purpose of this activity is for students to get to know themselves better in terms of what is important to them at this point in their lives. By determining what their values are, students learn to focus on their goals. The second activity related to values involves placing the values under level of importance (high, medium, and low). Students learn to prioritize in order of how important values are to them. The values includes in this activity range from affection and physical appearance to power and wealth.

Students are presented with a goals and objectives worksheet in which the goals need to be specific, measurable, attainable, realistic, and timely. Students are asked to select one of their own goals and write some objectives or specific steps to take in order to reach their goal. The last part of this activity involves writing a “to do” list in which students have to list things that they can immediately do to reach their objectives. Students are asked to write semester goals, year-end goals, and five-year goals. The last

activity of this unit involves writing goals, identifying potential barriers, and think about strategies that would help students overcome each of the potential barriers. These activities may look overly simplistic but for at-risk students who are used to withdrawing from school at the first sign of trouble, these activities present ways of re-thinking about what is important to the students and different ways to achieving their goals even in the face of difficulties. Students learn that they are in charge of their own decisions and the outcomes of the decisions they make.

Activities are also related to the areas of the college that provide support services to students. When completing the “Academic Learning Center Scavenger Hunt”, students are asked to go to the Academic Learning Center website to find the answers to the questions:

1. What are the hours of operation for the ALC this semester?
2. Where is the ALC located on your campus?
3. Who is the director of the ALC?
4. Name the five labs of the ALC.
5. Look at the Study Skills handouts. What is the answer to the “Following Directions Exercise #2” handout?
6. What are the three types of handouts that you can get from this site?
7. For what subject can you get online tutoring?
8. Name three non-Microsoft programs that you can use in the computer lab?
9. Which kinds of calculators can you learn how to use in the Math Lab?
10. Find the “Placement Test Prep” under “Related Links.” For which subjects are practice problems given?

Students learn to do research online by visiting the Library website. Students complete the following activity:

**General information:**

Name of the librarian(s) at your campus

Hours of operation

Location of the library on campus

Remote access code for this semester

Library website address

**Internet Research Exercise:**

Topic researched

Number of hits found Google \_\_\_\_\_ EBSCO \_\_\_\_\_ Other \_\_\_\_\_

Search for information sites:

Topic

Information sites

After students have completed their inventories and have been introduced to the college services, they get to put together an academic strategic plan. One of the activities requires that students write a personal narrative following the following format.

Write a statement explaining why you are here at CPCC and what you want to accomplish. You may want to give a brief history of the events that brought you here and what you plan to do once you leave CPCC.

*Data Analysis*

Data were collected and analyzed for a period of four academic terms. Sets of data corresponded to fall 2004, spring 2005, summer 2005, and fall 2005. Advising and

Counseling provided the data collected during the interview session with all students who placed into developmental courses. Information Technology Services separated the records of ESL students from non-ESL students and transferred the data from ESL students to Planning and Research. This office identified all ESL students enrolled in developmental English and/or reading. From this group, Planning and Research identified ESL students enrolled in ACA111 and developmental English and/or reading. Student data were placed in two groups, ACA111 and non-ACA111. Planning and Research pulled information from Student Records to determine students' grades in the developmental courses and retention information.

Table 2

*Sample of the study*

Group	Number
ESL students enrolled in ACA111	35
ESL students not enrolled in ACA111	276
Total ESL students	311

Descriptive statistics were used to describe the population of students participating in this study during the fall 2004 and spring 2005. Demographic data included retention and quality points (representing grades on a four-point scale) received in developmental English and/or reading courses. Because students were able to enroll in any section(s) of developmental reading and/or English offered at CPCC, the assumption was that grading patterns among instructors would fall into a normal distribution curve.

Data were aggregated by ACA111 enrollment or non-enrollment, retention or non-retention within the academic term, and grade point average in developmental English and/or reading within the academic term. Data were analyzed for trends, comparing retention for the two student data groups and grade point average for the two student data groups. Information about specific participants was not used and therefore anonymity was ensured. Descriptive statistics (means and standard deviations) were calculated for the two groups of students.

Since there was only one independent variable (participation in the College Student Success course) a one-way Analysis of Variance was computed to determine if the differences in grades were statistically different between the two groups. There were two distinct groups of participants in the study. Group 1 was the treatment group made up of ESL students enrolled in developmental reading and/or English courses and who had enrolled in ACA111 (College Student Success). Group 2 was the comparison group made up of ESL students enrolled in developmental reading and/or English courses and not enrolled in ACA111.

Data on in-term student retention were also collected. Pearson's Chi-square test was used to compare the retention rate of the participants for all four academic terms to see if there were significant differences between the two groups.

### *Summary*

The purpose of this study was to examine the effects of the ACA111 College Success Course on the in-term retention and grades of ESL students enrolled in developmental English and reading courses. The study examined retention and grades

among two groups of ESL students, those enrolled in ACA111 with those ESL students not enrolled in ACA111. The data collected spanned four academic semesters.

The participants in this study were ESL students who took the Accuplacer test at CPCC, placed into developmental courses, and self-reported as ESL students during a mandatory interview with a counselor or advisor. One group of students was comprised of ESL students who enrolled in developmental English and/or reading courses and who opted to enroll in ACA111. The second group of ESL students enrolled in developmental English and/or reading courses but did not enroll in ACA111. The College Student Success course can be defined as the intervention in this study.

All data were compiled from existing data sources. Intake questionnaire data, student retention data, and student grade data were all available electronically via CPCC's information technology systems. Comparisons were made between the two student groups (ACA and non-ACA) on the two measures, retention and grade point average. Statistical tests were run to determine the significance of the comparison results.

## CHAPTER FOUR: DATA ANALYSIS

### *Introduction*

The purpose of this chapter is to present the findings of the data analysis for this study. All statistical analyses were performed using SPSS 11.0 statistical software. The purpose of this study was to examine the effects of the ACA111 College Student Success course on the retention and academic performance of English as a Second Language students enrolled in developmental reading and English at Central Piedmont Community College. The measure of academic performance was the grade received in the developmental course. Retention was defined as in-term retention, which was defined as completion of the course during the academic term, regardless of whether the student received a passing grade. The academic performance and retention of ESL students who enrolled in ACA111 was compared to the academic performance and retention of ESL students who opted not to enroll in ACA111.

This chapter is divided in two sections. The first section includes a description of the sample. The second section includes the results of the statistical analysis for all the academic terms that were included.

According to data provided by the Planning and Research Office at Central Piedmont Community College (2006), students who take ACA111 receive higher grades in their developmental English and reading courses and are retained at higher rate than students who do not take ACA111. For academic years 2004-2005 and 2005-2006,

random samples of ACA111 completers and students who did not take ACA111 were taken and comparative data were analyzed to determine the impact of ACA111 participation on student grade performance in developmental reading and English courses and on student in-term retention. The studies for each of the two academic years indicated a positive relationship between ACA111 participation and both higher grade performance and retention rates. This researcher was interested in studying the ESL population to see if ESL students in particular also benefit, in terms of higher grades and retention, from taking ACA111. Central Piedmont Community College does not offer a transitional or orientation course specific for ESL students. Some of these students come to CPCC unprepared to do college work and do not know where to go when they need help. ACA111 is an orientation course designed to help students adjust to the system of the college and get acquainted to the resources CPCC offers.

Table 3 shows retention and grade performance data for a random sample of all developmental students who took ACA111 during spring term 2005 and the same data for developmental students who did not take ACA111 during spring term 2005. The cumulative percent column on the far right hand side shows the percentage of students in each group who completed their developmental course(s) during the academic term. This means that they were retained. The table reflects different standards for retention to be applied. Some consider retention to be any completion, successful or unsuccessful. Others consider retention to be completion with a passing grade. For the purposes of the study being referenced in the table, retention was considered to be any completion.

Table 3

*Summary of grades in developmental courses of randomly selected students who enrolled in ACA111 at Central Piedmont Community College for the spring 2005 term. Provided by the Office of Planning and Research.*

<b>Summary of Developmental Courses</b>					
	<b>Grd.</b>	<b>Frequency</b>		<b>Percent</b>	<b>Cumulative Percent</b>
<b>Random Sample of Students who Took Developmental Reading and/or English Courses and did not Take ACA111</b>	<b>A</b>	<b>67</b>		<b>18.41</b>	<b>18.41</b>
	<b>B</b>	<b>113</b>		<b>31.04</b>	<b>49.45</b>
	<b>C</b>	<b>47</b>		<b>12.91</b>	<b>62.36</b>
	<b>D</b>	<b>14</b>		<b>3.85</b>	<b>66.21</b>
	<b>F</b>	<b>35</b>		<b>9.62</b>	<b>75.82</b>
	<b>I</b>	<b>9</b>		<b>2.47</b>	<b>78.30</b>
	<b>W</b>	<b>79</b>		<b>21.70</b>	<b>100.00</b>
	<b>Total</b>	<b>364</b>		<b>100.00</b>	
<b>Random Sample of Students who Took Developmental Reading and/or English and Received a Grade of C or higher in ACA111</b>	<b>A</b>	<b>57</b>		<b>20.14</b>	<b>20.14</b>
	<b>B</b>	<b>79</b>		<b>27.92</b>	<b>48.06</b>
	<b>C</b>	<b>70</b>		<b>24.73</b>	<b>72.79</b>
	<b>D</b>	<b>9</b>		<b>3.18</b>	<b>75.97</b>
	<b>F</b>	<b>13</b>		<b>4.59</b>	<b>80.57</b>
	<b>I</b>	<b>10</b>		<b>3.53</b>	<b>84.10</b>
	<b>W</b>	<b>45</b>		<b>15.90</b>	<b>100.00</b>
	<b>Total</b>	<b>283</b>		<b>100.00</b>	

*Population of this Study*

The sample in this study consisted of ESL students who took the CPT (College Placement Test), were placed into developmental English and/or reading courses, and self-reported as ESL students during an interview with a counselor or advisor. The sample of ESL students was divided in two distinct groups. Group 1 or treatment group was made up of ESL students enrolled in developmental reading and/or English courses and who had enrolled in ACA111. Group 2 or comparison group was made up of ESL

students enrolled in reading and/or English courses who did not enroll in ACA111. The data was collected for the fall 2004, spring 2005, summer 2005, and fall 2005 terms.

#### *Data Analysis*

This study involved two comparisons among the two student groups. Data analysis was designed to illustrate the results relative to each of the two comparative measures, grades and retention. Statistical procedures were performed for the comparisons of the groups of ESL students. SPSS 11.0 was used to calculate Analysis of Variance t-test or one way ANOVA, to establish whether there was a statistically significant difference in the developmental English and Reading grades of ESL students enrolled in ACA111 and those not enrolled in ACA111. Pearson's chi-square was used to establish whether there was a statistically significant difference in the in-term retention rate of ESL students enrolled in ACA111 and the in-term retention rate of ESL students not enrolled in ACA111. The level of significance for all analyses was set at  $p \leq .05$ .

Descriptive statistics showing the mean scores and standard deviations is presented in Table 4.

Table 4

*Mean of grades in developmental courses of ESL students enrolled in ACA111 and those not enrolled in ACA111.*

	N	Minimum	Maximum	Mean	Std. Dev.
ACA	35	.00	4.00	2.5143	1.52183
NONACA	276	.00	4.00	2.4638	1.37330

The mean of grades in developmental courses of ESL students who enrolled in ACA111 was 2.5143. The mean of grades in developmental courses of ESL students who did not enroll in ACA 111 was 2.4638. The mean of grades in developmental courses of ESL students enrolled in ACA111 was slightly higher than the mean of grades in developmental courses of ESL students who did not enroll in ACA111.

A one-way analysis of variance (ANOVA) was performed to determine if there was a statistical difference between the grades in developmental courses of ESL students who enrolled in ACA111 and the grades in developmental courses of ESL students who did not enroll in ACA111. The results are presented in Table 5.

Table 5

*ANOVA summary mean of grades in developmental courses of ESL students at 95% CI*

	SS	Df	MS	F	Sig.
Between	.079	1	.079	.041	.840
Within	597.381	309	1.933		
Total	597.460	310			

There was not a significant difference found between the mean of grades in developmental courses of ESL students enrolled in ACA111 and the mean of grades in developmental courses of ESL students who did not enroll in ACA111 ( $F = p > .05$ ).

Thirty-five ESL students enrolled in developmental English and/or reading also enrolled in ACA111. Twenty-eight of them were retained and seven were not retained. Two hundred and seventy-five ESL students enrolled in developmental English and/or

reading did not enroll in ACA111. Two hundred and forty of these students were retained and 36 were not retained.

Pearson's chi-square was performed to determine if a significant difference existed between the group of ESL students enrolled in ACA111 and the group of ESL students not enrolled in ACA111. The results are presented in Table 6.

Table 6

*Statistical significance of retention rates between ESL students enrolled in ACA111 with ESL students not enrolled in ACA111*

Statistic	df	Chi-square	Asymp. Sig. (2-sided)
Pearson's Chi-square	1	1.262	.261

The value of chi-square was 1.262 with a significance level of .261 or  $p > 0.05$ . A  $p$ -value of 0.05 or less means there is statistical significance. The results indicate that there was not a statistical significance in the in-term retention rate of ESL students enrolled in developmental English and/or reading courses also enrolled in ACA111 and the in-term retention rate of ESL students enrolled in developmental English and/or reading courses not enrolled ACA111.

#### *Summary of Findings*

The study examined participation in the College Student Success course and its effect on in-term retention and academic performance of ESL students enrolled in developmental reading and English courses at Central Piedmont Community College.

There were no significant differences between the grades in developmental English and/or reading courses of ESL students who enrolled in ACA111 and the grades

in developmental English and/or reading courses of ESL students not enrolled in ACA111.

There were no significant differences between the in-term retention rates of ESL students enrolled in developmental English and/or reading courses and who had also enrolled in ACA111 and the in-term retention rates of ESL students enrolled in developmental English and/or reading courses not enrolled in ACA111.

## CHAPTER FIVE: DISCUSSION

### *Conclusions*

The results of the data analysis showed that there were no significant differences between the grades of the ESL students enrolled in developmental English and/or reading courses and who had enrolled in ACA111 and those ESL students enrolled in developmental English and/or reading courses and chose not to enroll in ACA111. The premise that the ACA111 can have an effect on the academic performance of the students was not demonstrated. It seems that for this particular group of ESL students, grades received in the developmental courses were not affected by enrolling in ACA111. Additionally, retention rates of these students in developmental reading and English courses were not affected by enrolling in ACA111.

The conclusion of this study was that ACA111 College Student Success had no influence on the academic performance and in-term retention of this particular group of ESL students enrolled in developmental English and reading courses at Central Piedmont Community College. There was no statistical evidence that ESL students who take ACA111 show higher in-term retention than the ESL students who do not take ACA111.

There are several possible explanations for these results. Some ESL students are already educated in their first language and enrolled in developmental courses prepared to do college work. Some international students come to the U.S. with college degrees from their home countries and have taken English courses at home. They might have taken the

CPT and were placed in developmental courses because their writing and reading skills are still not fully developed. These students have been in college and know how to register for classes, go to the library, apply for financial aid, etc. The ACA111 course would not have been necessary for this type of student to take. They could have enrolled in developmental courses and work hard in order to pass classes that have been designed for native speakers of the language.

Another explanation is that some ESL students did not report themselves as ESL students on the survey. If the student did not have a foreign accent in English, the counselor or advisor could have not determined if the student was ESL. These students were not counted for the purpose of this study since the main way of determining the ESL status was by self reporting.

It is also possible that ESL students not enrolled in ACA111 were already familiar with the services that the college offers and took advantage of them. Some adult ESL students enrolled at Central Piedmont Community College make the transition from Basic Skills ESL classes to the Academic English as a Second Language program and finally to the “regular” college courses. ESL students who are not new to the school are acquainted with the services offered by the Academic Learning Center and the language lab, and know that they can arrange tutoring and study sessions. These students do not need an orientation course because they have been students at CPCC for a period of time.

ESL students who participated in this study had registered for different levels of developmental courses. Developmental courses at CPCC range from level 50 to level 95. The participants of this study enrolled in English and/or reading developmental courses that range from level 80 to 95. The students in this group were enrolled in what is

considered to be relatively high levels of developmental courses. It is possible that the students had already developed the literacy skills necessary to perform well in developmental courses. The fact that some of them did not enroll in ACA111 may have not affected their academic performance because of the background knowledge that they brought to the learning experience in the developmental courses that they took. It is also possible that a population of “low level” students would have performed better if they had taken ACA111 because they would have been less prepared to begin with. The ACA111 course would have helped them familiarize themselves with the college and acquire the study skills necessary to be prepared for doing college work. A group of less prepared students would have probably changed the results of this study.

The students in this study could have been participants of the Academic ESL program. The researcher did not have a way to differentiate these students from students who graduated from schools in the U.S. Generally, Academic ESL students are highly motivated to do well in their studies for a variety of reasons. One reason is that some of these students pay out-of-state tuition and cannot afford to fail in their classes. Another reason is that some Academic ESL students need to improve their English skills and think that they can benefit from enrolling in developmental courses. We do not know the background of the ESL students who participated in this study. The only thing that we know is that they declare themselves as ESL students.

### *Discussion*

Central Piedmont Community College does not have a policy that requires ESL students to take a second language proficiency test. International students on student visas are the only population of ESL students who are required to either take the Placement Test for the Academic ESL program or the TOEFL (Test of English as a Second Language) exam. Other students can schedule an appointment to take the CPT (College Placement Test) without ever having to talk to or see an advisor. ESL students who have graduated from U.S. high schools and speak fluent English are not interested in taking Academic ESL courses. These students are defined as Generation 1.5 because they show language deficiencies that fall between those of the native English speakers and the ones of the typical ESL student (Wurr, 2004).

Students seeking admission to Central Piedmont Community College via CPT make an appointment at the Testing Center. The test is computerized and the results are given to the student right after finishing the test. Students who place into developmental courses are required to talk to an advisor or a counselor before they can register for their classes. The counselor or advisor administers a survey and determines if the student will be better served by attending the Academic ESL program based on the student's proficiency in the English language. Most students refuse to enroll in Academic English courses even after being advised to do so. Reasons range from not wanting to feel "different" to being tired of having participated in ESL programs at their high schools (Blumenthal, 2002).

The situation with the ESL students who are advanced enough to be in developmental classes is that they do not match with native English speaking students

because they have different needs. Most instructors who teach developmental courses at CPCC have not been trained to teach ESL students. Most counselors and advisors are not trained to recognize the special needs of ESL students.

Some colleges in the U.S. have started to develop transitional courses designed to help the language needs of the ESL students and also help them adjust to the college experience by offering bilingual services, advising and counseling, and helping students to learn how to function in the college (Rosenthal, 1992). Students who receive help from the beginning of their college career tend to perform better academically. They also learn how to persist and resist the temptation of withdrawing from school at the first sign of problems. Retention tends to increase when students actively participate in the college experience. Transitional courses are designed for the purpose of making students feel comfortable and improve their self-esteem. As a result, their academic performance and retention rate improves (Tinto, 1989).

Some colleges do not have transitional courses for ESL students but have developed orientation courses for the general student population. The principle of the transitional and orientation courses is the same. Students who participate in orientation courses receive information about the services that the school offers. They are introduced to different areas of the school, its faculty and staff. Students are guided on how to plan for their college career and for their professional careers when they graduate. Orientation courses are designed to help students take charge of their own lives and recognize that they can reach their goals if they choose to do so. They are also advised on how to deal with potential complications that may arise while they are attending school (Dale, 1995).

Since the ACA111 College Student Success course offered at CPCC seems to help students increase their grades and their retention rates, it was interesting to examine if the same results could be achieved for ESL students who enroll in ACA111.

#### *Limitations*

A potential weakness of this study was that the population of ESL students could vary from one academic term to the next, as enrollments in general tend to fluctuate based on external conditions. The academic year 2004-2005, the population of students who placed in developmental courses at Central Piedmont Community College and self reported as ESL students was 130 students. While the limitations of self-report data were somewhat mitigated by the administration of the intake questionnaire by professional counseling and advising staff of CPCC, some students may have misrepresented their status as ESL students. While this is a possibility, there are no practical reasons within the CPCC enrollment and placement system that would cause students to try to hide their ESL backgrounds. No students other than international students attending CPCC on student visas are required to take Academic ESL classes if they need them. Self-reporting as an ESL student does not lead to placement in ESL classes. Therefore students have no reason to hide their language backgrounds. There could be disparities between the number of those students who opted to take ACA111 and those who did not.

#### *Implications*

Since the data concerning the effect of ACA111 participation on the retention and grade performance of the general student population enrolled in developmental English and/or reading courses at CPCC indicate that the ACA111 course positively impacts both retention and grade performance, the lack of statistically significant differences in grades

and retention among ESL students taking ACA111 and those who did not take ACA111 seems to indicate that the ACA111 course is not effective in improving the academic performance of ESL students. However, it could be that the lack of a statistically significant difference in this case is the result of environmental factors other than ACA111 participation. For example, the ESL students enrolling in developmental reading and/or English courses could, as a group, share some academic or motivational attributes not commonly found in the general student population. They may have had to work harder in K-12 school in order to graduate. This could influence their ability or inclination to persist and be retained. It could also influence their level of desire to achieve better grades.

#### *Recommendations*

The following are recommendations for further study and research at CPCC:

1. Replicate the study with ESL students who choose to enroll in developmental English and reading courses after completing level four of the Academic English as a Second Language Program at Central Piedmont Community College.
2. Replication of this study with inclusion of a qualitative piece to explore if ESL students enrolled in ACA111 find the course to be helpful in terms of directing them to the services that the school provides for ESL students and for the general student population.
3. A follow-up study that explores other non-academic factors that could be related to this study.
4. Design and offer ACA111 with an ESL component and examine the academic performance and retention of ESL students enrolled in the ACA111 with the ESL

component compared to the academic performance of ESL students enrolled in ACA111 without the ESL component.

5. Train developmental English and reading instructors to teach ESL students (or assign sections of developmental English and readings to instructors who are already trained to teach ESL students) and study the academic performance and retention of ESL students enrolled in developmental English and reading courses in which instructors have been trained to teach ESL students compared to the academic performance and retention of ESL students enrolled in developmental courses in which instructors have not been trained to teach ESL students.

*Recommendations for further study and research:*

1. Duplication of this study implementing a better system for identifying ESL students and the different categories of ESL students.
2. Replication of this study separating ESL students in terms of the level of developmental course that they take.
3. Additional studies about ESL students who enroll in developmental courses that include demographic information, and what other classes ESL students take while they are enrolled in developmental courses.
4. A study that investigates the academic achievement and retention rate of ESL students enrolled in developmental courses in comparison to the academic achievement and retention rate of non-ESL students enrolled in the same courses.

While the results of this study indicate that no connection existed between participation in the ACA111 orientation course and increased success of ESL students enrolled in developmental reading and/or English courses at CPCC, further studies of the

influence of student success courses on the retention and grade performance of ESL students are recommended.

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## APPENDIX A: ACA111 SYLLABUS

**ACA 111 Syllabus:**

<b>ACA 111</b>	<a href="#">Syllabi Home</a>
<b>College Student Success</b>	
<b>Instructor Name:</b>	
<b>Office Location:</b>	
<b>Phone:</b>	
<b>Office Hours:</b>	
<b>Instructor Email:</b>	
<b><u>Textbooks</u></b>	
Required	
<u>ACA 111 College Student Success</u> 3rd Edition 2006/2007	
Bazan, Johnson, Dunham, and Bazan	
<b><u>Prerequisites</u></b>	
<u>None</u>	
<b><u>Course Description</u></b>	
<p>This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.</p>	
<b><u>Objectives</u></b>	
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the basics of college life and function effectively in the college environment.</li> <li><input type="checkbox"/> Demonstrate knowledge of a general orientation to Central Piedmont Community College and various departments vital to student success.</li> <li><input type="checkbox"/> Identify aspects of the Charlotte/Mecklenburg academic</li> </ul>	

and social environment.

- Begin an on-going self-assessment process necessary to develop a strategic academic plan for college success.
- Set goals and develop an action plan through development of college and career objectives.
- Demonstrate basic study skills such as time management necessary for academic success.

### **Requirements**

#### **Exercises and Participation**

**150 points**

In-class exercises are designed to help students experience and learn material presented in class and read in the textbook. For this reason, attendance is mandatory for successful completion of the course. Many assignments are due during class time and cannot be made up. Other assignments are meant to be completed outside of class and will require due dates. No work will be accepted late. Participation in class will be evaluated based on attendance and appropriate interaction with the classroom discussion and assignments.

#### **Academic Plan**

**100 points**

The Academic Plan assignment is designed to help students develop goals and objectives for academic success. The plan should contain each student's academic goals and plans through graduation, program, or certificate completion. Specifics of the plan include (but are not limited to): major declared, required and elective classes, desired grades, activities and/or clubs to join, and a time-line for completion.

#### **Internet Search Exercises**

**100 points**

As part of this course, students will select various topics to search via the internet. The instructor will supply a list of topics.

#### **Mid-Course Quiz**

**50 points**

A mid-course quiz will be given during class time.

#### **Final Exam**

**100 points**

The final exam will consist of all material presented in the class and will be administered the last week of the course. In and out of class assignments, study skills, and strategic academic plan contents will be highlighted. This may be an online or take-home final exam which must be e-mailed to your instructor. (See Final Exam below.)

#### **Extra Credit**

There are several opportunities within the 8 week period for students to earn extra credit by completing assignments which enhance their orientation experience. These assignments will be announced in class and on Blackboard. All extra credit assignments will have a due date and no extra credit will be accepted late. These assignments range in point value from 5 - 20 points, depending on their complexity and importance to the orientation process. Extra credit is not meant to be done instead of assigned coursework and will not adequately compensate for failure due to missing assignments or poor attendance.

**Grading Policy**

## Grading Scale

A = 450 - 500 points	90 - 100%
B = 400 - 499 points	80 - 89%
C = 350 - 399 points	70 - 79%
D = 300 - 349 points	60 - 69%
F = Below 300 points	0 - 59%

**Attendance Policy**

CPCC's Vision Statement is: Central Piedmont intends to become the national leader in workforce development.

Most employers will advise you to find employment elsewhere if you're tardy, absent, insolent, disrespectful, or unproductive. Do not exhibit behaviors in this class that would get you fired from a job. If you display behaviors that do not ensure your success in this class, it will be my responsibility to advise you to withdraw.

Your success in this course will depend on your attendance, successful completion of required assignments, and active classroom participation.

Because this is a short-session course, attendance is mandatory.

Students are allowed two absences with no loss of points. Each subsequent absence will deduct 20 points off the final grade. If a student is absent 3 or more times, a conference with the instructor is required to determine whether the student can successfully complete the course. If a student determines that he/she is unable to complete the course, it is the student's responsibility to initiate procedures for a formal withdrawal from the course to receive a "W" grade. Failure to withdraw under these circumstances may result in a grade of "F".

**Schedule Adjustment period is August 15 - 18. During these days you may drop and add classes.**

**From \_\_\_\_\_ you may receive a 75% refund for 2nd short session classes dropped.**

**After \_\_\_\_\_ there is no refund for 1st short session classes dropped.**

If you have not attended this class by the 10% date (for this course, the 10% date would be the end of the second class) you are reported to the state by the instructor as Not Attending and will not be allowed to remain in the class. It is important that you contact your instructor if you have any problem attending class in the first two days of the semester.

**The last day to withdraw for 1st short session Spring 2006 is \_\_\_\_\_.**

**Make-up Policy**

Students must complete and submit all assignments **on time** for a grade.

All exercises and assignments are designed to be completed based on classroom activities and readings from the text.

Students who are absent on the day an assignment is due must make other arrangements to submit their work on time or early. Work may be posted in my mailbox in LRC 403-A with another instructor's signature

verifying the date and time of the submission. You may also e-mail the assignment to me by the due date.

Because many of the assignments are done during class time, it is of the utmost importance that students attend class to not miss crucial points toward their final grade.

### **Final Exam**

The final exam will be sent via e-mail or given out before the last class meeting. The final exam will consist of all material presented in class, including your self-assessments, study skills, and academic plan.

The exam is an online final, which must be completed in class on \_\_\_\_\_. We will meet on \_\_\_\_\_ 2006 for our final class meeting and to complete final assignments.

### **Additional Information From the Instructor**

It is important to me that each student successfully complete this orientation course. I encourage each of you to contact me at any time should difficulties arise or if there are circumstances which might prevent your successful completion of the material or coursework. I am available via e-mail, phone, or office during the times listed above. I recommend that you contact me before you make a decision to withdraw from this course.

**Cell phones, pagers, and all electronic devices:** Please turn off all cell phones, pagers, and any electronic device you have when you enter the classroom. No classroom interruptions due to phone calls will be allowed during the time you are in class. This is a time for you, as part of an educational community, to share this learning process with others who have also paid for this conversation. Please do not interrupt your or another's education to take outside calls. Students who make or take calls or messages during class time will be penalized no less than 25 points from their final score.

### **Special Services Certifications**

Students who have a documented disability or who may think they may have a learning problem may contact the Office of Services for Students with disAbilities. Instructors will provide the necessary accommodations upon the advice of the Office of Services for Students with disabilities.

### **Academic Integrity Policy**

The purpose of the CPCC Code of Student Academic Integrity (see CPCC Student Handbook) is to support the continued growth and development of a strong academic community based on the principles of academic honesty and integrity. Any student who violates the CPCC Code of Student Academic Integrity is subject to academic disciplinary action. Such action may include, but is not limited to, entry of the incident in the records of the Office of Student Development; reduced grades; and dismissal from the College classes, programs, and activities.

**Withdrawal policy**

When a student determines that he/she will be unable to complete courses in which he/she is currently enrolled, it is the student's responsibility to initiate procedures leading to a formal withdrawal ("W") in order to avoid a failing ("F") grade. To receive a "W" grade, a student must withdraw before the last 25% of the academic term. Final dates for withdrawing from a course will be announced in CPCC's Class Listing Schedule and Telephone Registration Information. The instructor may also assign "W" at other times when circumstances warrant such action. A "W" will remain on the transcript and will not count as credit hours attempted. To receive credit, a student who received a "W" must re-register and pay for the course in a subsequent term. Financial aid recipients need to refer to the financial aid satisfactory progress policy to determine if schedule adjustments will affect financial aid.

## APPENDIX B: ACADEMIC LEARNING CENTER

**Frequently Asked Questions about the Academic Learning Center**

**Q:** What subjects do you tutor in the ALC?

**A:** The Math Lab tutors all Math offered at CPCC. The Writing Lab tutors all College Level CPCC classes that require a paper to be written. They mainly work with English classes ENG111 and up, but also help with Sociology, Psychology, History, etc. The Peer Tutoring Lab tutors most subjects offered at CPCC. This includes Reading, Developmental English, Math, Chemistry, Biology, Accounting, Spanish, etc. For more information: ALC Labs.

**Q:** If I can not come to Central Campus what tutoring options do I have?

**A:** We have online tutoring that is available Mon - Fri and can be accessed from any of the area campuses or anywhere that has a computer. There is also face to face tutoring available at several of the area campuses including Levine Campus. For more information please see our website under Hours of Operation

**Q:** Do students have to make an appointment to receive tutoring?

**A:** No. Appointments are not necessary. But they are preferred in the Writing Lab and Peer Tutoring Lab.

**Q:** Where is the ALC located on Central Campus and at all the Area Campuses?

**A:** On Central Campus the ALC is located in CH103. For an updated list of the locations at all of the area campuses please see our website under Hours of Operation.

**Q:** What are the qualifications of the ALC tutors?

**A:** The Writing Lab uses strictly degreed tutors. All Writing Lab tutors are degreed in either English or a related subject area. The Math Lab uses primarily degreed tutors who are degreed in Math or a related subject area, but also uses student tutors who have excelled in their math classes and have exhibited an ability to tutor others. The Peer Tutoring Lab uses primarily student tutors - those who have excelled in the subject that they tutor and have exhibited an ability to tutor others - and they also use degreed tutors.

**Q:** What do students have to do before they can start their tutoring session?

**A:** On the student's first visit we will ask them to fill out an information card and we will give them a referral form to take to their instructor to get signed and bring back to us on their next visit. For each tutoring session the student will sign in the log in book and put their time out when they leave.

**Q:** Can a student receive help with a graphing calculator?

**A:** Yes. The math tutors can help the students with the Ti-83 graphing calculator which is recommended for most college level math classes. Plus, there is also assistance for the basic calculators of the developmental level classes.

**Q:** Can a student come to the ALC to learn new material instead of going to class?

**A:** No. The ALC is not a substitute for class. We are here to supplement the instruction that the student receives from their classroom instructor. For many math classes, if a student has already missed a class we will first get that student to watch a video for the section they missed.

**Q:** I need help with something that is not covered in the class that I am taking. It is something that we were supposed to have learned in a previous class. Does that ALC help with this?

**A:** Yes. We are here to help you with the things that your instructor can not do in class. If you need to go back and review a topic that was covered in a previous class we can do that. For instance, if you are taking a college algebra class and you need to review how to add fractions, we can help you with that.

**Q:** Is there a charge for services in the ALC?

**A:** No. As long as you are enrolled in a CPCC class all we ask of you is that you fill out a student information card and get your instructor to sign a referral form for us. No additional money is required.

**Q:** Can you get assistance if you attend another institution?

**A:** You must be enrolled in a CPCC class to use the services of the ALC. Wingate students taking classes at CPCC through the cooperative learning program can use the services in the ALC.

**Q:** Is there tutorial assistance to help prepare for the placement test?

**A:** Students preparing to take the placement test should access our links webpage to get the link to the placement test prep on the internet. Once the student has taken the placement test and is in a CPCC class they may use the services of the ALC.

**Q:** May I drop off a paper to be reviewed?

**A:** No. The writing lab is not a proofreading service. The student should bring the assignment given by the instructor and all work they have done on the paper. This will be used to facilitate a tutoring session.

**Q:** What should I bring with me when I come for tutoring?

**A:** Students should have completed or attempted to complete their assignment before coming to the ALC. The tutors will help with anything that the student had trouble with while working their assignment. Students should bring with them any books and notebooks related to the topic they are receiving tutoring for. They should bring a pen or pencil and paper. For math students, they should bring their calculator with them also.

## APPENDIX C: CPCC TITLE III FACULTY TRAINING DESCRIPTION

The following schedule and accompanying session descriptions are from 2005.

The faculty training schedules have varied from year to year but have always included 48 total hours of training and have included the same overall breakdown of training hours by topic. Availability of presenters has affected the specific schedules, but the May and August training sessions have been consistent in their overall content and structure. Some additional hours of lesson planning work time for faculty teaching in the same disciplines are provided following the August training series, bringing the total training hours to 48.

*May 2005*

### *Day One*

#### 9 – 10 a.m. Overview of CPCC Title III Project

- Content designed to give faculty participants a broad view of the purpose and goals of the CPCC Title III project, with emphasis on goals for improving grade performance and retention of at-risk students.

#### 10 – 12 a.m. Overview of instructional components of the CPCC Title III Project

- Faculty members from the ACA and developmental reading and English areas present information on how learning style information and thematic content focused on student success issues are presented in ACA and developmental reading and English courses.
- The faculty trainers emphasize the importance of lesson planning and the need to vary instructional activities to meet the needs of students who have preferences for learning in auditory, visual, and/or kinesthetic ways.

1 – 2 p.m.     Who are the Developmental Students?

- Senior faculty members from the developmental reading and English areas share demographic information and practical observations about developmental students enrolled at CPCC. The purpose is to emphasize the need for faculty members to be creative in reaching out to students and teaching in ways that meet the needs of a diverse student population.

2 – 4 p.m.     Learning style and personality inventories

- Faculty members from the ACA area and counselors from the Enrollment and Student Services area present an overview of the learning style and personality instruments taken by all students enrolled in the ACA111 orientation course. Participants in the training take the inventories and review their results. Discussion focuses on how to help students interpret their results.

*Day Two*

9 – 10 a.m.    Online Student Profile system

- Participants learn to use the OSP system to access information regarding the students enrolled in their classes, to contact student services areas using the email alert features built into the OSP, and to guide students through the learning style and personality inventories and the resources for interpreting inventory results.

10 – 11 a.m.  The Critical First Three Weeks of Class

- Participants learn why at-risk students are particularly vulnerable to attrition during the first three weeks of class and are presented with strategies that senior faculty members have used successfully in keeping students enrolled during this period.

11 – noon     The role of counseling and advising

- Members of the CPCC counseling staff assigned to the Title III project detail services available to students and ways in which the professional counselors and advisors can directly assist faculty members in working with students.

1 – 4 p.m.     Blackboard system training

- Participants train on how to use the Blackboard online course management system. Training is provided by representatives of the CPCC Instructional Development office and by faculty members from the ACA and developmental reading and English areas.

*Day 3*

9 – 10 a.m.     Online Student Profile system

- Participants continue to learn to use the OSP system to access information regarding the students enrolled in their classes, to contact student services areas using the email alert features built into the OSP, and to guide students through the learning style and personality inventories and the resources for interpreting inventory results.

10 – noon     Lesson planning and collaboration with other instructors

- Participants are guided through the basics of a lesson planning process designed specifically for the CPCC Title III grant by faculty participants. This process involves designing lessons which meet the needs of learners with auditory, kinesthetic, and/or visual learning preferences. Lesson plans which explicitly state how the needs of learners with various learning preferences are developed and shared with other instructors.

1 – 4 p.m.     Blackboard system training

- Participants train on how to use the Blackboard online course management system. Training is provided by representatives of the CPCC Instructional Development office and by faculty members from the ACA and developmental reading and English areas.

*Day Four*

9 - noon       Active Learning strategies

- Participants from the current faculty training group and from previous years' training groups work with an experienced facilitator on developing active learning strategies that fit the content of courses the participants teach.

1 – 4 p.m.     Active Learning Strategies

- Morning activities continued.

*August 2005*

*Day One*

9 – 10 a.m.    Overview of CPCC Title III Project

- Participants revisit the purpose and goals of the CPCC Title III project, with emphasis on goals for improving grade performance and retention of at-risk students.

10 – noon      Blackboard system training

- Participants train on how to use the Blackboard online course management system. Training is provided by representatives of the CPCC Instructional Development office and by faculty members from the ACA and developmental reading and English areas.

1 – 2 p.m.     The role of counseling and advising

- Members of the CPCC counseling staff assigned to the Title III project detail services available to students and ways in which the professional counselors and advisors can directly assist faculty members in working with students.

2 – 3 p.m.     Student information and FERPA

- A representative of the CPCC Admissions Office gives an overview of federal regulations governing student information and the need for faculty members to keep certain student information confidential.

*Day Two*

9 – noon       Active Learning strategies

- Participants from the current faculty training group and from previous years' training groups work with an experienced facilitator on developing active learning strategies that fit the content of courses the participants teach. Emphasis is placed on lesson plan development and incorporation of activities for auditory, kinesthetic, and visual learners.

1 – 4 p.m.     Active Learning strategies

- Participants from the current faculty training group and from previous years' training groups work with an experienced facilitator on developing active learning strategies that fit the content of courses the participants teach. Emphasis is placed on lesson plan development and incorporation of activities for auditory, kinesthetic, and visual learners.

*Day Three*

9 – noon       Active Learning strategies

- Participants from the current faculty training group and from previous years' training groups work with an experienced facilitator on developing active learning strategies that fit the content of courses the participants teach. Emphasis is placed on incorporation of activities for auditory, kinesthetic, and visual learners.

1 – 4 p.m.     Lesson planning and collaboration with other instructors

- Participants work together in a lesson planning process designed specifically for the CPCC Title III grant by faculty participants. This process involves designing lessons which meet the needs of learners with auditory, kinesthetic, and/or visual learning preferences. Lesson plans which explicitly state how the needs of learners with various learning preferences are developed and shared with other instructors.

*Day Four*

8:30 – noon    Participation in CPCC Fall Conference opening activities

- This section of the training was reserved for the part time instructors (who are paid to attend the training series) to be able to attend beginning of the year activities that are normally attended by full time personnel only. The intent is to encourage greater connections among part time faculty members and the college.

1 – 4 p.m.     Blackboard system training

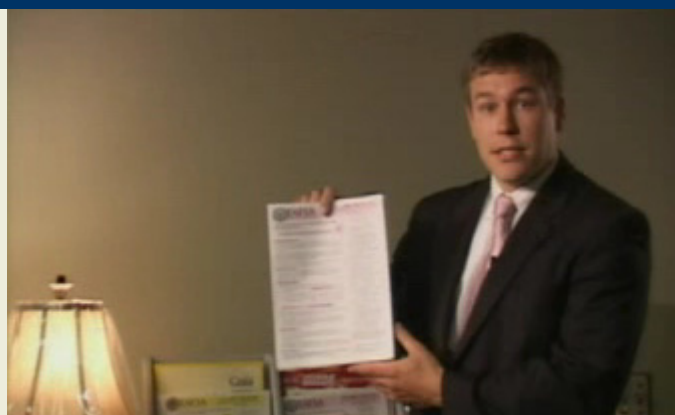
Participants complete training on how to use the Blackboard online course management system. Training is provided by representatives of the CPCC Instructional Development office and by faculty members from the ACA and developmental reading and English areas

## APPENDIX D: DIRECTORY PAGE OF ACA111 CD

**Orienting to Your Future:**

a guide to services at Central Piedmont Community College

Video	description	links
 <p data-bbox="396 989 829 1020"><a href="#">Watch the Clip</a>   <a href="#">Read the Script</a></p>	<p data-bbox="979 583 1133 615"><b>Welcome</b></p> <p data-bbox="979 663 1157 961">Welcome greeting from Dr. Tony Zeiss, President of Central Piedmont Community College.</p>	<p data-bbox="1206 552 1430 1020"> <a href="#">CPCC homepage</a>  <a href="#">Catalog</a>  <a href="#">SNAP</a>  <a href="#">Account</a>  <a href="#">Blackboard login</a>  <a href="#">ITS Helpdesk</a>  <a href="#">Learning Styles inventory</a>  <a href="#">Personal Inventory Type inventory</a> </p>
 <p data-bbox="396 1541 829 1572"><a href="#">Watch the Clip</a>   <a href="#">Read the Script</a></p>	<p data-bbox="979 1136 1122 1167"><b>Security</b></p> <p data-bbox="979 1215 1170 1614">Information about Security and parking at CPCC. Did you know that the police officers who serve you by providing security at CPCC have full arrest powers?</p>	<p data-bbox="1206 1104 1430 1404"> <a href="#">CPCC Campus Security website</a>  <a href="#">Preferred Parking PDF file of the 2003-2004 Security and Parking brochure</a> </p>



[Watch the Clip](#) | [Read the Script](#)

## ***Financial Aid***

Your education is a big investment of time, effort, and money. Find out if you qualify for help to finance your investment.

[Financial Aid and Veterans Affairs](#)

[Links to Forms](#)

[Free](#)

[FAFSA Application](#)

[FAFSA](#)

[FAQ](#)

[CPCCFinancial Aid and Veterans Affairs](#)



[Watch the Clip](#) | [Read the Script](#)

## ***Counseling and Advisement Services***

Counseling and Advising is an essential part of successful educational planning and personal development.

[Integrated Counseling and Advising Network](#)



[Watch the Clip](#) | [Read the Script](#)

## ***Career Services***

Clarify your career goals. Get help with your resume. Develop interview skills. Identify and get that job you dream

[Career Center Home Online](#)

[Career Counseling](#)

[Great Career Websites](#)

about.



[Watch the Clip](#) | [Read the Script](#)

## ***Student Life***

Get involved in Student Life and take an active role in the CPCC community. Student Life offers service, leadership, and personal growth opportunities.

[Student Life Home Service Learning](#)



[Watch the Clip](#) | [Read the Script](#)

## ***Academic Learning Center***

The ALC offers tutoring and homework help in virtually every academic discipline taught at CPCC: from Accounting to Zoology.

[Academic Learning Center homepage](#)  
[Study Skills handouts](#)



[Watch the Clip](#) | [Read the Script](#)

## ***Library***

Don't just "check it out". The libraries offer books, yes, but also research and media resources as well as computers and printers.

[Library home page](#)  
[Ask a Librarian](#)  
[CLICK catalog](#)  
[ACA 111 Library handout](#)  
[Web site evaluation guide](#)  
[Library database page](#)



James Bazan, Luke Arno, Laura Goppold, Elvira Johnson

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## APPENDIX E: ACA111 CLASSROOM ACTIVITY

**Overcoming Barriers to Success**

One way to overcome barriers to success is to identify them and take steps to overcome them. Using the goals that you have previously stated, identify at least one potential barrier that might stand in your way as you endeavor to pursue each goal. Then list one strategy for overcoming each of these barriers.

**Goals:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Potential barriers:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Strategies to overcome barriers:**

- 1.
- 2.
- 3.
- 4.
- 5.

## APPENDIX F: ACA111 CLASSROOM ACTIVITY

**Evaluating Your Classroom Behavior**

Check off the following classroom behaviors according to what you currently do, what you will start to do, and what you think won't work.

I do this	I will start to	It won't work to	Behavior
			Attend every class
			Come to every class on time
			Be alert and attentive in class
			Ask at least one question during class
			Show interest in the discussion
			Ask when I don't understand
			Get outside tutoring
			Have someone proofread all my papers
			Set up a meeting with the instructor
			E-mail the instructor if I miss a class
			Get to know the instructor
			Show respect for the instructor
			Show respect for fellow classmates
			Set goals and objectives for classes
			Evaluate myself in each class
			Keep a grade sheet in each class
			Make at least one new friend per class
			Have a positive attitude