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**THE IMPACT OF SOCIAL AND ACADEMIC INTEGRATION IN
DEVELOPMENTAL EDUCATION**

by

L. Marie Dionisi

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in Higher Education
at
Rowan University
August 23, 2018

Thesis Chair: Burton R. Sisco, Ed.D.

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Dedication

I would like to dedicate this thesis to my mother who has always been supportive and encouraging throughout my whole life. I would like to thank her for watching my three energetic kids, so I could do homework, write papers, and especially work on my thesis throughout the graduate program! She has always been a woman who could stand on her own two feet and encouraged her three daughters to do so as well.

Acknowledgments

I could not have done this without the blessing of God! It was with constant prayer that I could work on this thesis.

I would like to especially thank Dr. Sisco who has always been encouraging along the way and who always sees the potential in people. He never lowered the bar and has always expected people to rise to the occasion. If it were anyone else, I do not think they would be as understanding! Whoever takes his place will have pretty big shoes to fill.

I would like to thank my family and friends who did not mind my complaining every so often, yet still told me I could do it. I would like to thank my husband Rino, who was supportive and understood the importance of bettering myself!

Abstract

L. Marie Dionisi

THE IMPACT OF SOCIAL AND ACADEMIC INTEGRATION IN DEVELOPMENTAL EDUCATION

2017-2018

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education

The purpose of this study was to investigate academic and social integration among students in a developmental math course. A convenience sample was utilized in this study since many of the students either passed out or stopped out at the time the survey was distributed. The study used a survey consisting of the following six sections, background information/demographics, peer-group interactions, interactions with faculty, faculty concern for student development and teaching, academic and intellectual development, institutional and goal commitments.

The study found there was a positive response rate with interaction with faculty. In addition, many of the students were committed to the institution and were likely to register again the following semester. Much of these findings are consistent with other studies. However, it would be wise to replicate this study at another institution

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Chapter I

Introduction

In today's society developmental education plays an important role in higher education. Many students are entering college not fully prepared to take on the academic challenges they will face in order to complete their studies. Developmental education is designed to help students build on the concepts that may be lacking in order to prepare them for college level courses. However, some students will not complete their developmental sequence and enter the lower division credit earning courses even though many colleges that are implementing different programs to increase the success of students in developmental courses. In addition, students who have some form of academic and social integration to the institution will engage in some type of commitment, which increases the likelihood they will continue to college level work and persist to a college degree.

Statement of the Problem

Just in community colleges alone over a million students are in need of remediation every academic year. The desire is to help students improve academically and as overall individuals. In order to ensure success community colleges have support programs within the institution and have external contacts with secondary schools (McCabe, 2003)

Institutions of higher education are implementing different strategies, programs, and support services to help students who are in need of academic remediation. Even with all the services there has not been a great deal of success for students who are

academically deficient (Attewell, Lavin, Domina & Levey, 2006; Bailey, 2009, as cited in Collins, 2010).

Students must have motivation to pursue personal success through learning. Developmental students may need more motivation within themselves and with college programs. However, if they do not have the motivational drive then external motivational support will not help (Moore, 2005). In addition, integration seems to be a key factor in the college setting. Even with predisposed characteristics that an individual brings, it comes down to levels of social and academic integration and overall goals that lead to a path of educational attainment through that institution (Tinto, 1975).

Purpose of the Study

The purpose of this study was to focus on students who were in developmental math courses. This study examined the academic and social integration of the students. The study looked into factors such as interaction between peers, interaction with faculty members, academic development, how students felt about the institution, and feelings of faculty. These attributes of integration help to examine if they played a crucial role in students persistence into the next year of study. Of related importance was to examine their experience of social and academic integration in developmental math.

Assumptions and Limitations

The study was limited to students at one selected two-year college located in the southern part of New Jersey known as, South Jersey. A convenience sample was used in this research study which entailed surveying students enrolled in the second sequence of a development math course. Surveys were distributed at the end of the academic semester which could cause a limitation to the findings. As the semester progressed

many students already either passed out or stopped out. The convenience sample may not reflect all views of enrollees in the developmental math course in regards to social and academic integration

It was assumed that all the students in developmental courses had knowledge of the success center for academic tutoring. The students who returned the survey were the only ones to be included in the study. It is assumed that all participants were truthful and honest in responding to the survey. Research bias may have influenced the findings of the study due to the fact I was familiar with the class being taught and knew some of the professors. In addition, while waiting for the students to complete the surveys, I had an opportunity to speak with many of the professors which could have played a role in research bias.

Operational Definitions

1. Developmental: Classes that are not college level and do not receive credit towards the degree.
2. Faculty/Instructors: Teachers that are teaching the courses at the college.
3. Students: All students taking the algebra sequence of developmental math classes at the community college during the spring 2016 and 2017 semesters.
4. Integration: Academic integration refers to grades and the overall learning of knowledge and expectations of the institution. Whereas social integration is a result of communication between other students, faculty, and other departments on campus (Tinto, 1975), Karp, Hughes, and O’Gara (2010), refer to integration “as having a sense of belonging on campus” (p.75).

Research Questions

The following questions guided the study:

1. What do selected students in developmental math courses report about their social and academic integration during their college experience?
2. What do selected students enrolled in developmental math report about their plans to persist to the next academic year?
3. What do selected students enrolled in developmental math report about their commitments?

Overview of the Study

Chapter II provides an overview of the literature of relevance for the study. This chapter provides a brief history of developmental education, involvement, meaning of developmental education, overcoming developmental education, and social and academic integration.

Chapter III describes the methodology. It describes where the study took place, the population and how the sample was selected, and describes the survey, how it was administered, and how the data were analyzed.

Chapter IV describes the findings of the study. This chapter examines the findings in response to the research questions posed in Chapter I and offers statistical analysis with narrative explanation.

Chapter V summarizes and discusses the research results, and offers conclusions and recommendations for practice and further research.

Chapter II

Review of the Literature

This review discusses different aspects of developmental education such as the history of developmental education, strategies that support students enrolled in developmental courses, how integration can be a crucial benefactor to student's success, and factors that contribute to retention and attrition.

Historical Aspects of Developmental Education

Remedial education began in the 1600s with individual tutoring. Secondary schools were scarce and students who were applying to college were denied entrance due to the lack of basic skills (Gordon & Gordon, 1990, as cited in History of Learning Assistance in U.S. Postsecondary Education, 2010). Later, learning assistance programs were formed. In the late 1800s and early 1900s many students lacked composition skills in college. To compensate, an English remedial course was formed for many of the incoming students (Brubacher & Ruby, 1976, as cited in History of Learning Assistance in U.S. Postsecondary Education, 2010).

Since junior colleges became more widespread in working with academically underprepared students, some colleges and universities in the 1900s did away with remedial programs and relied on the junior colleges to build the skills of the academically underprepared students (Richardson, Martens, & Fisks, 1981, as cited in History of Learning Assistance in U.S. Postsecondary Education, 2010). Community colleges were once called junior colleges, but the many changes that occurred in the 1960s ushered in new challenges and the name of community college emerged. Community colleges began taking on new challenges such as offering vocational programs, helping

underprepared students, and educating adult learners, which brought about the term "open-door admissions" (Cohen & Brawer, 2002, as cited in History of Learning Assistance in U.S. Postsecondary Education, 2010).

Developmental Education

According to McCabe (2003), mathematics, reading, and writing are subject areas where most colleges test for academic ability. The reason for assessment in these subject areas is because they are the basic subjects in a college curriculum. McCabe notes, "the primary purpose of assessment and subsequent remediation is to improve academic performance" (2003, p. 32). According to McCabe (2003), many students are entering college without proper academic skills to be successful. Many students are not properly prepared in the school systems and are not ready to enter the workforce, even with all the reform efforts in public education. Developmental education is a much needed service in higher education because many underprepared students aspire to attend higher education to be successful.

The preponderance of remedial education is greater in the community colleges than any other sector of higher education. Community colleges offer opportunities for students in the liberal arts and opportunities for those who want to enter the workforce in health and industry. When compared to other colleges, community colleges offer a different means for students including lower tuition and open admissions. Many students can come and go as they please. A consequence is that community colleges produce low graduation rates as compared to other universities degree completion programs (Cohen, Brawer, & Associates, 1994).

According to McCabe (2003), "Developmental education is one of the most important programs community colleges offer"(p. 17). About 80% of Americans enter higher education. Many will go for different reasons. In addition, there are many who are nontraditional students who need to expand their learning for career enhancement. Community colleges welcome the bulk of these students, however many will not be ready for college (McCabe,2003). Researchers have found that many developmental students fall into different demographic categories. About half of the students are in their mid-twenties, ranging from teenager to mid-fifties. There are not as many male students compared to female students. There are more White students compared to other demographics however, "African Americans and Hispanics are overrepresented"(Boylan, Bonham, & Bliss, 1994, as cited in McCabe, 2003, p.18)

Academic and Social Integration

All people enter college with factors that make up their personal character such prior educational experience, social experience, financial status, career goals and goals they expect out of higher education. These qualities that they are already predisposed with along with personal qualities will have an impact on the overall education experience. The way that an individual perceives experiences, whether positive or negative, comes down to personal goals and how well they are embedded into the college (Pascarella & Terenzini, 1980; Tinto, 1975). Each person who enters the higher education system has two attributes "intention" and "commitment" that helps determine whether they persist or drop out. In addition, the individual attributes of "adjustment," "difficulty," "incongruence," and "isolation," play an important role on these students once they enter the institution and how they view the experience. However, these

predisposed qualities and external factors play a part in how a student views and experiences higher education (Tinto, 1987).

Integration seems to be the key factor in the college setting. Even with predisposed characteristics that an individual brings, it comes down to levels of social and academic integration and overall goals that helps lead to a path of education attainment through the institution (Tinto, 1975).

There must be a balance of social and academic integration to function properly. In either case, extensive integration into one sphere could cause a student to drop out of college. An example that Tinto gives is if a student puts too much time in their social aspects of college, it could negatively affect their academic priorities (1975).

Whether a person persists or drops out may relate back to their own characteristics, prior experiences, expectations, and motivational character. An "individual's educational goal commitment" maybe a driving force to earning a degree. "Other things being equal, one would anticipate goal commitment to be directly related to persistence in college"(Tinto, 1975, p.93). Pascarella and Terenzini (1980), found that there was a difference between students who persisted and the ones who dropped out. Students who persisted had stronger relationships with faculty and their quality of contact was much more meaningful.

Karp, Hughes, and O’Gara (2010), found that information networks help students become integrated. The networks should be meaningful to collect information about the college setting and resources available. In addition, students who took a success course felt better due to the fact that the professor showed them around, and introduced them to

departments/resources on campus. Moreover, the networks had better outcomes for students than the literature about campus resources.

Experiencing Developmental Education

The doors for higher education have significantly increased over the past four decades. With enrollment growing many students are looking toward education as the key for success. However, many are not fulfilling and completing their degrees even with better access to higher education (Tinto, 2012).

Students experience in the classroom may facilitate their overall success through engagement. Many higher education institutions are devising programs to help students complete their studies. However, their overall experience maybe diminished due to the fact that the programs are not being implemented into the classroom, where they are most effective. This can greatly impact community college students because engagement in the classroom maybe the only place where they receive such support (Tinto, 2012).

Expectations are key attributes for a successful outcome. Teachers should expect nothing less than high expectations from their students and students should expect nothing less of themselves. Expectations can be seen in many ways such as speaking with the instructor, completing assignments, and performing well on tests. "Simply put, no one rises to low expectations" (Tinto, p. 4).

Support and assessment feedback are also critical attributes to help students succeed in college. When students receive support and they are receiving assessment and feedback from their instructor, better outcomes emerge. Tinto suggests, that the first year of college is a time when these attributes are vital to the overall outcome of success (Tinto, 2012).

According to Tinto (2012), being involved is a key factor to academic success. Involvement enables support from others in the class socially and emotionally, helping students to participate in activities in the classroom increases learning which then leads to greater knowledge. "Simply put, the more students are academically and socially engaged with academic staff, and peers, especially in classroom activities, the more likely they are to succeed in the classroom" (Tinto, 2012, p.5).

"To better meet the needs of underprepared students, some colleges have implemented interventions such as summer bridge programs, learning communities, academic counseling, and tutoring" (Bettinger, Boatman, & Bridget, 2013, p.94).

According to McCabe (2003), advising must be part of a colleges' mission to enhance true success. It is important for the advisor and the student to form a relationship with one other. Students and advisor must work together for success, where the advisor can help them build upon their self-esteem and academic performance. Advisors should be people who find their jobs rewarding and meaningful to help students stay in school. They should be respectful and avoid belittling the student. Advisors should also be available for the students to make contact when needed. They should know about the different resources on campus to help students make connections. Good advisors keep in contact with students to make sure they are functioning in a proficient academic and social manner.

According to McCabe (2003), many colleges are offering special tutoring services to help the underprepared students such as drop-in tutoring, computer-assisted tutoring, and open-lab sessions. McCabe asserts that many of these students must take the initiative to get needed support.

Group learning in any form can be beneficial to students by showing the different learning styles of others and methods others use to learn in a group. When students need help, working with other students can serve as an important resource (McCabe, 2003).

Involvement Theory

Astin (1999a), describes the involved student as one who puts in the time and resources of the body and the mind into his/her learning. These students are the ones who not only study but find the time to connect with other students, speak with their professors, and find other means of getting involved. "Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, p. 518). At the other end of the spectrum is the uninvolved student who does not speak with faculty or students, does not study, and does not find other means of getting involved in campus activities. Astin describes the word involvement and motivation as an act or action oriented, a behavior, something that the individual physically does but does not think about much like automaticity.

Astin (1999a), describes five basic postulates of involvement. First, is putting the energy of the body and the mind into something. For instance, Astin uses the concept of studying for a test. Second, even though involvement will constantly be occurring along a path, each student experiences the level of involvement differently from one another. For some students, even though involvement is continuous depending on the circumstance they experience, the levels vary along the path according to personal motivation. Third, Astin describes that there are qualitative and quantitative aspects of involvement. Quantitative is the physical time students put into their academic studies. Qualitative is the mental or cognitive ability of academic work, meaning are the concepts

of the material being absorbed and understood for students or is the material being read without absorption of the content. Fourth, for students to really gain any kind of learning or development they must put in the time (quantity) and effort (quality) to make the educational process rewarding and successful. Fifth, is related to the institution itself, for the student to be involved depends on the institution and how effective each is in implementing resources to help students be involved and successful.

Astin (1999a), describes content theory and involvement theory at two different ends. Content theory is what he calls "passive" while involvement is "active." In other words, a student who is involved is the driver of his/her education and is gaining new knowledge, while the "content" student is the passenger just sitting and waiting for the knowledge not doing much to absorb the information.

According to Astin (1999a), the greatest satisfaction of involvement comes from interaction with professors. "Students who interact frequently with faculty members are more likely than other students to express satisfaction with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even the administration of the institution (Astin, p. 525).

Astin (1999b), conducted a longitudinal study of student involvement using affective and cognitive measures. The study showed that involvement was correlated with students success. The study examined 57 forms of student involvement. However, there were three aspects of involvement that showed the greatest development for students, "academic involvement," "involvement with student peer groups," and "involvement with faculty." The study found that peer groups had the greatest impact on student development. Astin suggests, that since many peer groups function in an

informal setting, student affairs professionals should encourage more of this for students because peer groups have such an intense impact on their “educational experience” and have an impact on “academic planning.”

Retention and Attrition

Financial stability is an important component for students to stay in school and complete their endeavors and for some it can go beyond the financial context to their overall experience with the college atmosphere. In many instances it comes to the overall experience of students that helps lessen the extra hardship of financial problems. When experiences are good the weight of the financial hardship maybe challenged. However, when experiences are not good the burden of finances may cause students to leave college. In some cases the thought of leaving does not stem from the money issues, although it may be the final result (Tinto, 1982).

Students come to college from different backgrounds and attributes and have different mindsets. Some students have better academic abilities while others maybe lacking in certain skill areas needed to pursue their studies. Moreover, there are others who have the abilities, but lack the motivation and interest to complete a program (Tinto, 1982). "The simple fact is that higher education of any form is not for everyone, even among those who enter the higher educational system" (Tinto, 1982, p. 696).

Pascarella and Terenzini (1983), reference Tinto's model that each student has different background traits that affects their commitment to college. Background traits and commitment influence how students will interact in the college setting and whether they will engage in the academic and social setting of the school. "Other things being equal, the greater the individual's level of social and academic integration, the greater his

or her subsequent commitment to the institution and commitment to the goal of college graduation, respectively" (Pascarella & Terenzini, p. 215).

Summary of the Literature Review

In today's society developmental education plays a big role in higher education. An increasing number of students are entering higher education under prepared to take on the challenges of college level work (McCabe, 2003). In so doing, colleges offer an increased amount of remedial courses to help rectify the situation and to prepare them to take on the challenge of college level work. However, even with the challenge that some may face there are levels of "commitment" and "intention" that can help gauge if students will persist (Tinto, 1987). Social and Academic integration along with involvement play a crucial part in the personal commitment and institutional commitment of the student. Researchers have found that students who had a better relationship with faculty and had meaningful interactions along with more contact were more likely to persist (Pascarella & Terenzini, 1980).

There is a clear need for this study to examine the experiences of social and academic integration of students in developmental math courses. This will help examine if social and academic integration helps students commit to the institution and their own personal commitments and ultimately help them persist.

This study is guided by the following questions. What do selected students in developmental math courses report about their social and academic integration during their college experience? What do selected students enrolled in developmental math report about their plans to persist to the next academic year? Finally, what do selected students enrolled in developmental math report about their commitments?

Chapter III

Methodology

Context of the Study

The study was conducted at a two-year college located in the southern part of New Jersey. This institution of higher education is set in a suburban area in the midst of about 100 acres of land. The landscape is well manicured and is pleasing to walk around campus or just sit outside in a quiet spot to study. Besides the beautiful location and the eye pleasing landscape the college is accredited through Middle States Commission on Higher Education. The college offers Associates degrees, Career and Academic certificates, and different forms of academic programs for career and self enhancement. There are about 4,000 students who are served every academic year. The community college also has partnerships with other colleges where students can complete a Bachelors degree and even a Masters degree. Many students go on to complete their Bachelors degree after they have earned their Associates degree at the college.

Population and Sample

The survey targeted the population of all students who took a developmental math course in New Jersey during the spring 2016 and 2017 semesters. However, the available population was developmental students at one two-year college in south New Jersey. A convenience sample of the second sequence of developmental math which consists of basic Algebra was selected during the spring 2016 and 2017 semesters. The convenience sample included students at the end of the semesters which may not have captured all the student views since many of them either passed out or dropped out.

Instrumentation

This study used a survey in order to collect data. The survey has two parts (Appendix C). The first part of the survey consists of demographic information which includes age, gender, ethnicity, employment status, enrollment status, and grade point average (GPA).

The second part utilized the *Institutional Integration Scale (IIS)*, which was created by Pascarella and Terenzini (1980). The purpose of this survey was to measure social and academic integration. The survey consists of a 30 Likert scale items. The survey has a total of five sections or scales. Scale I consists of seven items related to Peer-Group Interaction. Scale II consists of five items related to Interactions with Faculty. Scale III consists of five items related to Faculty Concern for Student Development and Teaching. Scale IV consists of seven items related to Academic and Intellectual Development. Scale V consists of six items related to Institutional and Goal Commitment. Pascarella and Terenzini (1980) tested the instrument using Cronbach alpha to determine validity and reliability; "the alpha reliabilities of the scales range from .71 to .84" (p. 67). Pascarella and Terenzini's results of the test consist as follows, Scale I: Peer Group Interactions had a Cronbach alpha of (.84). Scale II: Interaction with Faculty had a Cronbach alpha of (.83). Scale III: Faculty Concern for student Development and Teaching had a Cronbach alpha (.82). Scale IV: Academic and Intellectual Development had a Cronbach alpha (.74). Scale V: Institutional and Goal Commitments had a Cronbach alpha (.71). It should be noted that I changed the wording on my survey from university to college.

For the purpose of this study, Cronbach alpha was utilized to test the instrument for reliability. Scale I Peer-Group Interaction had a Cronbach alpha (.757). Scale II: Interactions with faculty had a Cronbach alpha (.838). Scale III: Faculty concern for student development and teaching had a Cronbach alpha (.763). Scale IV: Academic and intellectual development had a Cronbach alpha (.827) and Scale V: Institutional and goal commitment had a Cronbach alpha (.083). Scores of .70 or greater mean an instrument is internally consistent and thus considered to be reliable.

Data Collection

Once Institutional Review Board (IRB) approval was granted from Rowan University (Appendix A) and the two-year college where the study was conducted, data collection started. Data collection took place during the spring 2016 semester and spring 2017 semester. I went to the selected math classes during class time and distributed the survey (Appendix C) to the students. The purpose of the study was explained to the students. The voluntary nature of the study was stressed to each class and stressed that it was not mandatory to participate. It was explained to the students that no identifying information were being asked. Once questions were answered, students were asked to read over the consent form before completing the survey if they desired.

During one of my visits the teacher was sitting with the students and I did not know at first who the teacher was. The class seemed very relaxed and comfortable in the environment. The class seemed at ease with asking questions and a couple of times I had the chance to help a student with math problems while other students were completing the survey.

I had the chance to speak to the teachers while students were completing the surveys. Some of the teachers liked the way the courses were formatted with computer and student guided. However, they missed the constant interaction with students. They welcomed questioned and were delighted when they had the opportunity to help and interact with the students.

Another conversation with a teacher who was teaching more of the traditional setting with computer component mentioned she did not like this format. The reason for this dislike was due to the fact if the students did not pass, they would need to complete the whole course again. Whereas the computer guided courses track the student progress and if they do not complete the course during that semester, they can come back to where they left off without starting from the beginning.

It should be mentioned at one time these courses were taught fully in a traditional setting with one hour a week in the math labs for extra support. Students needed to pass the final exam with at least a 70 and the overall class with at least a seventy. If they did not pass the final exam, but their overall grade was a 70 or better they still did not pass the course. However, there was an option of a retest.

Data Analysis

To analyze the data, the Statistical Package for the Social Sciences (SPSS) was utilized. The program was used to explore social and academic integration with the five scales in students who were enrolled in the first sequence of developmental math courses. Frequency table were utilized for the study. The independent variables were gender, ethnicity, marital status, age, employment status, enrollment status, and GPA. Dependent variables are those related to the five scales dealing with academic and social integration.

Descriptive statistics were used to analyze the data including frequencies, percentages, means, and standard deviations.

Chapter IV

Findings

The subjects of this study were developmental math students at a two-year college during the spring 2016 and 2017 semesters. There were approximately 45 students in class during spring 2016, 24 completed the survey which yielded a 53% response rate. There were 56 students in the class during the spring 2017, 44 students completed the survey which yielded a 79% response rate.

Table 4.1 contains demographic data which includes gender, age, ethnicity, employment, enrollment, and grade point average (GPA). There were mostly females (68.7%), the ages ranged from 18 to 46 with the majority of the students 19 years of age (20.9%). The majority of the students were Hispanic (41.8%). Most of the students were working part time (42.9%) and attending full time (75%). The GPAs ranged from 1.33 to 3.9, with an average of 3.078.

Table 4.1

<i>Selected Demographics (N=68)</i>			
Item	Variable	<i>f</i>	%
Gender Missing=1	Male	21	31.3
	Female	46	68.7
Employment Missing=12	Working Full Time	22	39.9
	Working Part Time	24	42.9
	Not Employed	10	17.9
Enrollment Missing=12	Full-Time	42	75.0
	Part-Time	14	25.0
GPA Missing=30	1.33	1	2.6
	2.00	3	7.9
	2.20	2	5.3

Table 4.1 (continued)

Item	Variable	<i>f</i>	%
GPA (continued)	2.35	1	2.6
	2.41	1	2.6
	2.70	1	2.6
	2.75	1	2.6
	2.90	1	2.6
	3.00	5	13.2
	3.10	2	5.3
	3.20	2	5.3
	3.25	2	5.3
	3.40	2	5.3
	3.50	5	13.2
	3.60	2	5.3
	3.70	2	5.3
	3.75	1	2.6
	3.80	2	5.3
	3.90	2	5.3
Age Missing=1	18	8	11.9
	19	14	20.9
	20	7	10.4
	21	3	4.5
	22	5	7.5
	23	4	6.0
	24	3	4.5
	25	2	3.0
	26	3	4.5
	27	2	3.0
	28	3	4.5
	29	3	4.5
	31	1	1.5
	32	2	3.0
	34	2	3.0
	37	1	1.5
	39	1	1.5
	41	1	1.5
	43	1	1.5
	46	1	1.5
Ethnicity	African American	10	14.9
	White	23	34.3
	Hispanic	28	41.8

Table 4.1 (continued)

Item	Variable	f	%
Ethnicity Continue	Other	6	9.0

Analysis of the Data

Research question 1. What do selected students in developmental courses report about their social and academic integration during their college experience?

Table 4.2 contains information on Peer-Group Interactions. Data in the table are arranged using mean scores from most to least positive. An examination of the responses indicated that 47.1% of the subjects agreed with the statement, “my personal relationships with other students have had a positive influence on my personal growth, attitudes, and values.” Moreover, 39.7% of the subjects agreed with, “few of the students I know would be willing to listen to me and help me if I had a personal problem.” In addition, 34.8% of the subjects disagreed with the statement, “it has been difficult for me to meet and make friends with other students.”

Table 4.2

Peer-Group Interactions (N=68)

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

	Strongly Agree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values <i>M</i> =3.55, <i>SD</i> =.870	2	2.9	4	5.9	23	33.8	32	47.1	7	10.3

Table 4.2 (continued)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Most students at this college have values and attitudes different from my own. <i>M</i> =3.50, <i>SD</i> =.984	1	1.5	9	13.2	25	36.8	21	30.9	12	17.6
Few of the students I know would be willing to listen to me and help me if I had a personal problem. <i>M</i> =3.44, <i>SD</i> =.967	2	2.9	9	13.2	22	32.4	27	39.7	8	11.8
My interpersonal relationships with other student have had a positive influence on my intellectual growth and interest in ideas. <i>M</i> =3.44, <i>SD</i> =.952	4	5.9	3	4.4	27	39.7	27	39.7	7	10.3
The student friendships I have developed at this college have been personally satisfying. <i>n</i> =67, <i>M</i> =3.43, <i>SD</i> =.957	4	6.0	2	3.0	30	44.8	23	34.3	8	11.9
Since coming to this college I have developed close personal relationships with other students. <i>M</i> =3.19, <i>SD</i> =1.175	6	8.8	12	17.6	24	35.3	15	22.1	11	6.2
It has been difficult for me to meet and make friends with other students. <i>n</i> =66, <i>M</i> =2.45, <i>SD</i> =1.098 Missing=2	14	21.2	23	34.8	16	24.2	11	16.7	2	3.0

Table 4.3 contains information in regards to interactions with faculty. The data are arranged using mean scores from most to least positive. A total of 44.1% of the subjects agreed with the statement, “my non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.” Whereas, 40.3% agreed with, “my non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.” In addition, a majority of the subjects (56.7%) either agreed or strongly agreed with the statement, “I am satisfied with the opportunities to meet and interact informally with faculty member.”

Table 4.3

Interactions with Faculty (N=68)

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations. <i>M</i> =3.79, <i>SD</i> =.923	2	2.9	2	2.9	19	27.9	30	44.1	15	22.1
My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes. <i>M</i> =3.72, <i>SD</i> =.895	1	1.5	3	4.4	24	35.3	26	38.2	14	20.6
My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas <i>n</i> =67, <i>M</i> =3.70, <i>SD</i> =.921 Missing=1	2	3.0	2	3.0	23	34.3	27	40.3	13	19.4

Table 4.3 (continued)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am satisfied with the opportunities to meet and interact informally with faculty members <i>n</i> =67, <i>M</i> =3.58, <i>SD</i> =1.03 Missing=1	4	6.0	3	4.5	22	32.8	26	38.8	12	17.9
Since coming to this college I have developed a close, personal relationship with at least one faculty member. <i>n</i> =67, <i>M</i> =3.22, <i>SD</i> =1.139 Missing=1	3	4.5	17	25.4	20	29.9	16	23.9	11	16.4

Table 4.4 contains information regarding faculty concern for student development and teaching. The data are arranged using mean scores from most to least positive. A total of 80.6% of the students agreed with or strongly agreed with the statement, “most faculty members I have had contact with are genuinely interested in teaching.” In addition, 76.1% of the subjects agreed or strongly agreed with the statement, “most of the faculty I have had contact with are interested in helping students grow in more than just in academic areas.” While, 8.8% of the subjects strongly disagreed or disagreed with the statement, “few of the faculty members I have had contact with are willing to spend time outside of the class to discuss issues of interest and importance to students.”

Table 4.4

Faculty Concern for Student Development and Teaching (N=68)
(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Most faculty members I have had contact with are genuinely interested in teaching. <i>n=67, M=4.13, SD=.967</i> Missing=1	2	3.0	2	3.0	9	13.4	26	38.8	28	41.8
Most of the faculty I have had contact with are interested in helping students grow in more than just in academic areas. <i>n=67, M=4.04, SD=.894</i> Missing=1	1	1.5	2	3.0	13	19.4	28	41.8	23	34.3
Few of the faculty members I have had contact with are generally outstanding or superior teachers. <i>M=3.91, SD=.876</i>	1	1.5	3	4.4	14	20.6	33	48.5	17	25.0
Few of the faculty members I have had contact with are willing to spend time outside of the class to discuss issues of interest and importance to students. <i>M=3.80, SD=.981</i>	3	4.4	3	4.4	13	19.1	34	50.0	15	22.1
Few of the faculty members I have had contact with are generally interested in students. <i>M=3.72, SD=.974</i>	2	2.9	5	7.4	17	25.0	30	44.1	14	20.6

Table 4.5 contains information in regards to academic and intellectual development. The data are arranged using mean scores from most to least positive. Nearly three quarters of the students (74.5%) agreed or strongly agreed with the statement, “my academic experience has had a positive influence on my intellectual growth and interest in ideas.” While 75% of the subjects agreed or strongly agree with, “I am satisfied with my extent of my intellectual development since enrolling in this college.” Also, 70.6% of the students agreed or strongly agreed with the statement, “I am satisfied with my academic experience at this college.” In addition, only a few of the students (11.7%) strongly disagreed or disagreed with, “I have performed academically as well as I anticipated I would.”

Table 4.5

Academic and Intellectual Development (N=68)

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My academic experience has had a positive influence on my intellectual growth and interest in ideas. <i>M</i> =3.97, <i>SD</i> =.791			3	4.4	13	19.1	35	51.5	17	25.0
I am satisfied with my extent of my intellectual development since enrolling in this college. <i>M</i> =3.91, <i>SD</i> =.805			4	5.9	13	19.1	36	52.9	15	22.1

Table 4.5 (continued)

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My interest in ideas and intellectual matters has increased since coming to this college. <i>M</i> =3.83, <i>SD</i> =.803	1	1.5	2	2.9	16	23.5	37	54.4	12	17.6
I am satisfied with my academic experience at this college. <i>M</i> =3.75, <i>SD</i> =1.01	3	4.4	5	7.4	12	17.6	34	50.0	14	20.6
Few of my courses this year have been academically stimulating. <i>M</i> =3.64, <i>SD</i> =.942	1	1.5	9	13.2	13	19.1	35	51.5	10	14.7
I have performed academically as well as I anticipated I would. <i>M</i> =3.57, <i>SD</i> =.903	2	2.9	6	8.8	18	26.5	35	51.5	7	10.3
I am more likely to attend a cultural event (for example, a concert, lecture, or art show) now than I was before coming to this college. <i>M</i> =3.08, <i>SD</i> =.942	4	5.9	10	14.7	35	51.5	14	20.6	5	7.4

Research question 2. What do selected students enrolled in developmental math report about their plans to persist to the next academic year?

Table 4.6 contains information on institutional and goal commitment. The data are arranged using mean scores from most to least positive. About two-thirds of the students (67.6%) strongly agreed with the statement, “it is likely that I will register at this

college next fall.” In addition, none of the students strongly disagreed or disagreed with the previous statement. Also, 67.6% of the students strongly disagreed with the statement “it is not important to me to graduate from this college.”

Table 4.6

Institutional and Goal Commitments (N=68)

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
It is likely that I will register at this college next fall. <i>M</i> =4.65, <i>SD</i> =.539					2	2.9	20	29.4	46	67.6
It is not important to me to graduate from this college. <i>M</i> =1.60, <i>SD</i> =1.08	46	67.6	12	17.6	4	5.9	3	4.4	3	4.4

Research question 3. What do selected students enrolled in developmental math report about their commitments?

Table 4.7 contains information about personal goal commitments. The data are arranged using mean scores from most to least positive. A majority of the students (82.4%) strongly agreed with the statement, “It is important for me to graduate from college.” Moreover, 89.7% agreed or strongly agreed with the statement, “I am confident that I made the right decision in choosing to attend this college.” It should also be reported that none of the subjects strongly disagreed or disagreed with, “it is important for me to graduate from college” and “I am confident that I made the right decision in

choosing to attend college.” In addition, 76.5% strongly disagreed with, “getting good grades is not important to me.”

Table 4.7

Personal Goal Commitments (N=68)

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
It is important for me to graduate from college <i>M</i> =4.79, <i>SD</i> =.475					2	2.9	10	14.7	56	82.4
I am confident that I made the right decision in choosing to attend this college. <i>M</i> =4.55, <i>SD</i> =.677					7	10.3	16	23.5	45	66.2
I have no idea at all what I want to major in. <i>M</i> =1.47, <i>SD</i> =.905	49	72.1	11	16.2	4	5.9	3	4.4	1	1.5
Getting good grade is not important to me. <i>M</i> =1.44, <i>SD</i> =.983	52	76.5	9	13.2	3	4.4	1	1.5	3	4.4

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study examined the social and academic integration experiences of selected students at a two-year college located in South Jersey during the spring 2016 and 2017 semesters. The study also examined the demographics of the subjects such as gender, ethnicity, GPA, enrollment, and employment status. The subjects in this study were selected developmental math students in the developmental algebra sequence.

The two part survey was distributed to the students during their class time and the study was explained to them. The first part gathered demographic information and the second part consisted of 30 Likert-scaled items. The second part was broken down into five sections that included, peer-group interactions, interactions with faculty, faculty concern for student development and teaching, academic and intellectual development, and institutional and goal commitments.

To analyze the data the Statistical Package for the Social Sciences (SPSS) was used to examine the selected students academic and social integration experiences. Measures of central tendency were used to calculate the frequencies, percentages, means, and standard deviations.

Discussion of the Findings

Research question 1. What do selected students in developmental math courses report about their social and academic integration during their college experience?

Interactions with Faculty were rated highest by the subjects. The mean scores for all of the five items ranged from 3.22-3.79. The students mostly identified with “agree”

as being the response rate. The subjects also reported a positive response rate when it came to academic and intellectual development, with a mean ranging from 3.08-3.97. Out of six of the seven statements, the subjects chose “agree,” as the most common response rate. It should be noted, one statement was negatively loaded which may have affected the response trend. Approximately 51% of the students agreed with the statement “few of my courses this year have been academically stimulating.” In addition, faculty concern for student development and teaching had a mean range from 3.72-4.13, with a majority of the students selecting of “agree” most often. However, of the five items, three were negatively loaded. There was a positive response rate of 80.6% of the subjects choosing either “agree” or “strongly agree” with the statement, “most faculty members I have had contact with are genuinely interested in teaching.”

These findings are consistent with Astin (1999a), who found that students are more satisfied in different aspects of college and if their experiences with faculty are positive. As noted by Astin,... “student oriented faculty pays rich dividends in terms of the affective and cognitive development of the undergraduate” (1999b, p. 592).

Research question 2. What do selected students enrolled in developmental math report about their plans to persist to the next academic year?

Many students reported a positive institution and goal commitment to the college as a whole. The mean scores ranged from 1.6 to 4.65. Ninety seven percent of the students agreed or strongly agreed with the statement, “It is likely that I will register at this college next fall.” It is very important to report that no student choose strongly disagree or disagree as a response to this item. Also, only 2.9% of the students selected neutral, which implies that mostly all of the students plan to continue their educational

pursuit. In addition, 85.2% of the students strongly disagreed or disagreed with the statement, “It is not important to me to graduate from this college,” while only 14.7% of the students remained neutral, agreed or strongly agreed with the item. The findings suggest many of the students do find it important to earn their degree from the institution.

Research question 3. What do selected students enrolled in developmental math report about institutional and goal commitments?

The findings suggest a positive response set for the overall commitment to the institutional and the student’s overall goals. The mean scores ranged from 1.44-4.79, with two questions negatively loaded. When it comes to institutional commitment, 89.7% of the students agree or strongly agreed with the statement, “I am confident that I made the right decision in choosing to attend this college.” In addition, students reported an overall positive response to their goal commitments as well. Approximately 97% of the students agreed or strongly agreed with the statement, “it is important for me to graduate from college,” while 88.3% of the students strongly disagreed or disagreed with, “I have no idea at all what I want to major in,” and finally 89.7% of the students strongly disagreed or disagreed with “getting good grades is not important to me.” These findings suggest that the students are committed to their overall goals and committed to the college as well.

Conclusions

This study examined the social and academic experiences of students who were in developmental math courses. Much of the findings are consistent with other research findings that have been done on goal commitment and persistence. This research can

provide essential information to the knowledge base on how important social and academic integration can be on student persistence and overall success.

Many of the students seemed to have a strong sense of goal commitment. The students mostly agreed that it was important for them to graduate from college. Yet, in so doing, they must continue their studies until that can be reached, which in fact, the majority of the students identified with registering again the following semester. These two items on goal commitment and persistence strongly relate to Tinto's (1975) findings on goal commitment and persistence.

While researching "interaction with faculty" and "faculty concern for student development and teaching," many of the subjects selected a more positive response rate. Many felt that there non-classroom interactions had a positive effect on them. Also, the selected students thought many of the faculty were interested in teaching. This finding supports (Tinto, 1987) who notes how the role of the faculty member play an important part on the student when it comes to retention and commitment as a whole. Informal and formal meetings play an important factor in regards to student retention. In addition, informal meetings may have a greater impact on the student than does formal meetings. Also, most of them were happy with selecting this college to attend.

One can conclude based upon these findings that there is a definite influence for persistence with regards to overall commitment, faculty concern/interactions, and institutional commitment.

Recommendations for Practice

1. Academic and social integration play an important factor with student success; colleges can help foster these factors of integration by having smaller student

to faculty ratios. This may allow faculty to focus on individual students, while allowing student to student integration as well.

2. In this study students reported having a strong institution and goal commitment. These findings suggest the college should be cognizant of how strong the student desire is to earn a degree and their commitment to the institution as well.
3. Research has shown the importance of faculty involvement with students formally and informally, many colleges should be aware of this factor to help foster more informal meetings with students and faculty.

Recommendations for Further Research

More research should be conducted to examine the levels of academic and social integrations.

1. Another study should be conducted in the middle of the semester when most students are present.
2. Research should be done examining the instructor's views on their levels of social and academic integration with regards to student education.
3. Another study should be done at another community college along with a university.
4. A study should be conducted with traditionally taught courses.
5. A study should be done comparing learning communities and traditionally taught courses focusing on levels of social and academic integration.

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Appendix A

Institutional Review Board Approval



**** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office ****

DHHS Federal Wide Assurance Identifier: FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date: 5/5/2016

eIRB Notice of Approval

STUDY PROFILE

Study ID: Pro2015000730

Title:	The Impact of Social and Academic Integration in Developmental Education
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Principal Investigator: Burton Sisco

Study Coordinator: None

Co-Investigator(s): L. Dionisi

Other Study Staff: None

Sponsor: Department Funded

Approval Cycle: Twelve Months

Risk Determination: Minimal Risk

Device Determination: Not Applicable

Review Type: Expedited

Expedited Category: 7

Subjects:	157
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CURRENT SUBMISSION STATUS

Submission Type: Research Protocol/Study

Submission Status: Request Changes

Approval Date: 5/5/2016

Expiration Date: 5/5/2017

Pregnancy Code:	No Pregnant Women as Subjects Not Applicable
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Pediatric Code: Not Applicable
No Children As Subjects

Prisoner Code: Not Applicable
No Prisoners As Subjects

Protocol: permission to use survey consent protocol

Consent: There are no items to display

Recruitment Materials:

There are
no items to
display

*** Study Performance Sites:**

Cumberland County College

3322 College Dr. Vineland, NJ 08360

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a

continuation application at least eight weeks before the study expiration date.

3. Expiration of IRB Approval: If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue.** (This determination shall be based on a separate written request from the PI to the IRB.) **No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. Amendments/Modifications/Revisions: If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. Unanticipated Problems: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>

6. Protocol Deviations and Violations: Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>

7. Consent/Assent: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. Completion of Study: Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Letter Comments: *There are no additional comments.*

Appendix B

Permission to use Pascarella's and Terenzini's (1980) Instrument



Dionisi, Lawanda <gajdos92@students.rowan.edu>

(no subject)

2 messages

Dionisi, Lawanda <gajdos92@students.rowan.edu>
To: ernest-pascarella@uiowa.edu

Thu, Feb 26, 2015 at 5:00 PM

Dear Dr. Pascarella,

I am in the process of writing my thesis and I came upon several dissertations that utilized the *Institutional Integration Scale* that was created by you and Dr. Terenzini in 1980. I am requesting permission to utilize the instrument for my study. Also, with your permission to make modifications and to reproduce it in the appendix.

Sincerely,

Marie Dionisi

Pascarella, Ernest T <ernest-pascarella@uiowa.edu>
To: "Dionisi, Lawanda" <gajdos92@students.rowan.edu>

Thu, Feb 26, 2015 at 6:11 PM

Marie: Certainly - please feel free to use the scales in your dissertation research. Simply cite the 1980 JHE paper. Best of luck with your research. Best, ernie pascarella

From: Dionisi, Lawanda [mailto:gajdos92@students.rowan.edu]
Sent: Thursday, February 26, 2015 4:01 PM
To: Pascarella, Ernest T
Subject:

Appendix C

Survey and Alternative Consent Form



I am/we are inviting you to participate in a research survey entitled "The Impact of Social and Academic Integration in Developmental Education". We are inviting you because you are currently enrolled in a developmental math course. In order to participate in this survey, you must be 18 years or older.

The survey may take approximately 10 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be 128.

The purpose of this research study is to examine if students report a relationship between academic integration and GPA and persistence. Of related interest is the extent of reported social integration experiences. The total number of subjects involved will be 128.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand the academic and social experiences students may be experiencing, also, if there is a correlation with academic integration and GPA and persistence.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, please contact Marie Dionisi at gajdos92@students.rowan.edu, Dr. Sisco at sisco@rowan.edu, Thesis Chair or Dr. James Piccone, Director, Assessment, Planning & Research at 691-8600 Ext 1331. You do not have to give your personal identification.

Section I: Background Information

Please Circle

1. Age _____ 2. Gender _____ 3. Ethnicity _____
 Male African American White(Non Hispanic)
 Female Native American Hispanic
 Asian Other _____

4. Employment Status _____ 5. Enrollment Status _____
 Working Full Time Full Time
 Working Part time Part Time
 Not Employed

6. What is your current GPA _____

Section II: Peer-Group Interactions:

<i>Please answer the question below by selecting the appropriate response and placing an "X" in the blank spaces</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Since coming to this college I have developed close personal relationships with other students.					
The student friendships I have developed at this college have been personally satisfying.					
My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.					
My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.					
It has been difficult for me to meet and make friends with other students.					
Few of the students I know would be willing to listen to me and help me if I had a personal problem.					
Most students at this college have values and attitudes different from my own.					

Section III: Interactions with Faculty

<i>Please answer the question below by selecting the appropriate response and placing an "X" in the blank spaces</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.					
My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.					
My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.					
Since coming to this college I have developed a close, personal relationship with at least one faculty member.					
I am satisfied with the opportunities to meet and interact informally with faculty members.					

Section IV: Faculty Concern for Student Development and Teaching

<i>Please answer the question below by selecting the appropriate response and placing an "X" in the blank spaces</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Few of the faculty members I have had contact with are generally interested in students.					
Few of the faculty members I have had contact with are generally outstanding or superior teachers.					
Few of the faculty members I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students.					
Most of the faculty I have had contact with are interested in helping students grow in more than just in academic areas.					
Most faculty members I have had contact with are genuinely interested in teaching.					

Section V: Academic and Intellectual Development

<i>Please answer the question below by selecting the appropriate response and placing an "X" in the blank spaces</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am satisfied with the extent of my intellectual development since enrolling in this college.					
My academic experience has had a positive influence on my intellectual growth and interest in ideas.					
I am satisfied with my academic experience at this college.					
Few of my courses this year have been intellectually stimulating.					
My interest in ideas and intellectual matters has increased since coming to this college.					
I am more likely to attend a cultural event (for example, a concert, lecture, or art show) now than I was before coming to this college.					
I have performed academically as well as I anticipated I would.					

Section VI: Institutional and Goal Commitments

<i>Please answer the question below by selecting the appropriate response and placing an "X" in the blank spaces</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important for me to graduate from college.					
I am confident that I made the right decision in choosing to attend this college.					
It is likely that I will register at this college next fall.					
It is not important to me to graduate from this college					
I have no idea at all what I want to major in.					
Getting good grades is not important to me.					

Thank You for completing this survey!