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Developing Perceptions: Piloting a Corequisite Writing Course

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DEVELOPING PERCEPTIONS: PILOTING A COREQUISITE WRITING COURSE

A Master's Thesis

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In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts, Writing

By

Kailyn Shartel Hall

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Master of Arts

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ABSTRACT

This thesis focuses on information gathered during Fall 2017 and Fall 2018, examining the students and the perceptions of the students in different developmental writing courses with regard to their own writing and their place in the academic community. Chapter One, "Redefining Developmental Writing Demographics," focuses on demographics obtained from a mass survey given to students in prerequisite and corequisite sections of ENG 100 in Fall 2017 and Fall 2018. Primarily, this analysis focuses on readjusting assumptions about the demographics of students who enroll in developmental writing and how the students in prerequisite courses differed, and did not, from those who chose to enroll in pilot classes of a corequisite model of developmental writing instruction. Within, I also analyze claims about developmental education made by Complete College America, and I present the program structure for our institution's pilot corequisite program during the years of the study. Chapter Two, "Student Perceptions of Academic Community in the Developmental Writing Classroom," examines a single data point from my survey in more detail, focusing on how developmental writing students perceive their place in the "academic community." My data revealed it is not that developmental writing students do not feel part of the "academic community" but rather that their definition differs from those of educators. I code qualitative responses from students to understand which factors are key in their understanding of the term.

KEYWORDS: developmental writing, first year composition, corequisite, academic community, writing program administration, complete college america, basic writing

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OVERVIEW

History of Basic Writing

Basic writers have traditionally been defined as those who do not meet a codified standard of writing competency and, therefore, need additional support to achieve the same results in writing that other writing students do. Early studies on basic writing often suggested, either directly or indirectly, that basic writers were "bad" writers, "lazy" or simply incapable of meeting standards due to a skill deficiency. E.S Noyes explains the creation of the "Awkward Squad" at Yale in the late 1920s, a secondary group for students who could not achieve "reasonable correctness" in their writing, a group they had to remain in until they were "cured" (678-79). The 1930s were no better for developmental students: John Dillingham Kirby's "Make-Up English at Northwestern" and Guy Linton Diffenbaugh's "Teaching the Unteachables" tell similar stories of working with so-called deficient students. The 1950s brought some light, establishing that morale played a part in performance and attrition, as shown in Frank H. McCloskey and Lillian Herlands Hornstein's "Subfreshman Composition—A New Solution." McCloskey and Hornstein provide case studies that show how the creation of a "Booster" system for students struggling in Freshman English was a solution to low morale for both students and instructors (332). However, throughout all, the assumption held that students lacked certain "correct" skills and abilities.

In 1977, this deficiency theory was questioned after the publication of Mina Shaughnessy's *Errors and Expectations*. Shaughnessy suggested that the emphasis researchers placed on identifying "errors" was at least in part mistaken. Instead she proposed identifying logical patterns in their work: "BW students write the way they do, not because they are slow or non-verbal, indifferent to or incapable of academic excellence, but because they are beginners

and must, like all beginners, learn by making mistakes. … a closer look will reveal very little that is random or 'illogical' in what they have written" (Shaughnessy 5). Therefore, instructors and researchers should dedicate themselves to analyzing patterns in student work.

Building on Shaughnessy's work and the work of subsequent researchers, universities began to offer developmental writing courses designed to address some of these patterns. In 1999, William Lalicker surveyed writing program administrators to determine what models of developmental writing instruction had been adopted by institutions of higher learning. In "A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives," Lalicker found the prerequisite model was the predominant model at the time, but he acknowledged the presence of other models, such as the stretch model, the studio model, the directed self-placement model, the intensive model, and the mainstreaming model (Lalicker). Despite his initial assumptions about how patterns of use of any of these models might emerge, Lalicker found no pattern between the particular model and the type of institution implementing it: "individual institutional needs—and possibly the theoretical and epistemological assumptions driving the writing program—seemed to be the strongest determinant" (Lalicker). The creation of models different from the prerequisite in the 1990s resulted after Peter Adams spoke at the Conference on Basic Writing in 1992, sharing initial research from his own institution about seeming failures of prerequisite developmental education. Adams himself worked with his institution to pilot a new model aimed at decreasing attrition rates of developmental students.

Since 2009, many schools have implemented the Accelerated Learning Program (ALP) model initially piloted at Community College of Baltimore County by Peter Adams and his colleagues. The ALP model is a modification of the mainstreaming model that presents a hybrid version of developmental writing that enrolls students in first-year composition with additional

support in the form of an additional "companion course" taught by the same instructor (Adams et al. 57). Roughly half the class is populated with developmental writing students, and first-year composition eligible students make up the rest of the enrollment. Due to the concurrent nature of student enrollment in both First-Year Composition and Developmental writing, the course has more recently been referred to as the "corequisite model." The ALP/corequisite model has been additionally supported by Complete College America (CCA), a non-profit organization funded by the Gates Foundation. CCA promotes multiple education initiatives in higher education with the goal of helping students attain college degrees in a more timely and effective manner.

Like the majority of universities in the United States, Missouri State University (MSU) has for upwards of twenty years, utilized the prerequisite model of developmental writing instruction due in part to institutional history and also to meet requirements of Missouri state legislation. At Missouri State University, students who score less than an 18 on the English portion of the ACT are required to take ENG 100: Introduction to College Composition and receive a Pass on a Pass/No Pass scale before they are allowed to enroll in ENG 110: Writing I, the university's first in-sequence general education writing requirement. ENG 100 is graded Pass/No Pass, and as such it has no bearing on a student's GPA. Students must pay for the course, and it does offer credit bearing hours of enrollment which count toward financial aid eligibility. It does not, however, fulfill degree requirements toward graduation. Any student may take ENG 100 if they desire an additional semester of assistance with their writing, but it is required of students who score less than 18 on the English section of the ACT (or an equivalent), those whose test scores are more than five years old, or those who do not report test scores at all.

Developmental Education in Missouri

Missouri State University opted to attempt to implement a pilot corequisite model to

address perceived issues with matriculation through the English Composition Program. However, determining if the corequisite would be an effective method of developmental writing instruction to replace the prerequisite model at our institution was the next step.

In 2012, Missouri Legislature passed HB 1042, a bill that mandates the Missouri Department of Higher Education (MDHE) and Coordinating Board for Higher Education (CBHE) to oversee that Missouri institutions of higher learning implement what was termed "Best Practices in Remedial Education." The bill highlighted concerns with increasing college debt for students, high dropout rates, and time to graduation (Weaver). These concerns were also supported by research compiled by Complete College America, and the research indicated that a contributing factor was the number of remedial courses students took prior to enrolling in college-credit gateway courses.

As a result of the bill's passing, new recommendations were made to institutions across Missouri. The recommendations created new guidelines for student placement and emphasized that multiple measures were necessary and that students should be placed by default into credit-bearing courses. MDHE did not specify a specific model that institutions were required to follow, allowing institutions to create best practices that would suit the local needs of the institution.

Complete College America, due to the success of the corequisite model at other institutions, received funding to "offer a training workshop for Missouri institutions of higher learning" (Weaver). The corequisite model was seen as a likely candidate for resolving some of the issues addressed in HB 1042 and was implemented by many institutions. MDHE additionally recommended use of other CCA initiatives such as "15 to Finish" and "Math Pathways."
All but two public post-secondary institutions in Missouri offer remedial education. Missouri

University of Science & Technology and Truman State University do not offer remedial courses for students ("Annual Report" 5). As reported by MDHE in March of 2018, Missouri institutions of higher education are making progress in meeting the recommendations set out by HB 1042. It reports that in English, Reading, and Math, the enrollment of recent Missouri high school graduates in remedial education has decreased, more institutions are offering alternatives to the traditional prerequisite model of remedial education, and that 24 of 25 institutions offering remedial education also offer additional support systems such as tutoring and advising ("Annual Report" 3).

In line with the guidelines and initiatives from MDHE, Missouri State University implemented a pilot corequisite as an alternative to the existing prerequisite model of remedial education.

The Corequisite Model

This model, called the corequisite (alluding to the more familiar term prerequisite) is promoted and lobbied for by Complete College America, a group funded by the Gates Foundation. One of the goals of the corequisite model is to increase student matriculation in "gateway" courses, that is, those that are usually general education requirements such as Writing I. Complete College America places emphasis on English programs and Mathematics programs, as these areas are the ones in which students struggle most, but yet are also considered high priorities by university systems in regard to preparation for other courses. One assertion made to justify the creation of the corequisite model was that students who are not successful in the gateway course take it multiple times, and in some cases failure in such a course prevents matriculation through the university system and undue financial burden on students. This issue is then further compounded when students are required to take a "remedial" style class before they

are considered eligible by the university to take the general education course. The corequisite model attempts to rectify this problem by placing the student in the gateway course concurrently with the introductory course, rather than the introductory course in one semester followed by the gateway course in the next. The corequisite model takes inspiration from Peter Adams' ALP model previously discussed, and uses the success of that model as a basis for beginning conversations about the effectiveness of corequisites.

The MSU Composition Program's rates surpassed the national rates reported by Complete College America: Of 2308 students who took ENG 100 at MSU between Fall 2009 and Spring 2017, 65% of students completed ENG 110 within two years, which is twice what Complete College America found nationwide in the same circumstances (Weaver). Additionally, "30% successfully enrolled in and completed the gateway course in the very next semester (that is, within one year)" (Weaver). This data shows a noted disparity between our student population and that data presented by CCA. The prerequisite model in MSU's Composition Program was functioning well within required state standards and was not required to make changes, and the data seems to imply that our prerequisite model was functioning effectively to meet the needs of our developmental writing students. However, the success community colleges were having with the corequisite model sparked interest at MSU. Because little information was available on how these results might transfer to a four-year institution, the Composition Program faculty wondered if our program might share in that success, thereby helping our students. The potential to increase success rates and persistence was enough impetus to warrant exploring the new model. As a result, the Composition Program decided to pilot a corequisite section in Spring 2017.

However, experimenting with the corequisite model revealed some previously unattended assumptions about the basic writing program and its students. Weaver's pilot class in the Spring

of 2017 provided a small data sample, and the department moved forward to 50% scaling in the Fall of 2017 (four sections of the "traditional" prerequisite model and four sections of the corequisite model for a total of eight sections for students in remediation for writing). Fifty percent scaling was slated to continue for Spring 2018 and Fall 2018 but did not occur due to low enrollment. In Spring 2018, the department offered one corequisite section alongside three prerequisite sections. In Fall 2018, three corequisite sections were offered alongside four prerequisite sections. No sections of the corequisite model were offered Spring 2019. Study of implications and advantages of the corequisite model is ongoing. As a result, this study does not seek to make recommendations about the success of the model, but instead it will offer insights into who these students are and their perceptions of the academic community.

Research Methodology

The Conference on College Composition and Communication provides broad guidelines for ethically conducting research aligning with general Institutional Review Board guidelines, but it does not emphasize a specific methodology. In fact, the resources provided encourage researchers to supplement from other fields and professional organizations. The CCCC emphasizes the interdisciplinary nature of study in the field in its own statement:

> Scholarship in the field includes a wide variety of areas of inquiry, methods, and publication genres/media, including but not limited to historical or theoretical research, pedagogical studies, assessment of writing pedagogies and programs, rhetorical analysis of traditional and new media texts, linguistic analyses, studies of community and civic literacies, multimodal and digital research, and other creative and narrative genres. Scholarship may be text- or media-focused, using methods common to the humanities. It may also be focused on teaching and learning in educational settings, or on professional composing practices, using observational and experimental methods common to the social and behavioral sciences. ("Scholarship in Rhetoric, Writing, and Composition")

As a result, researchers in Composition have more freedom to determine which methods of research best suit the questions they hope to answer. For the purposes of my inquiry, I

conducted a mass survey with both quantitative and qualitative questions in order to collect data about the pilot program our institution was conducting with the corequisite. The surveys, given to students in Fall 2017 and Fall 2018, were part of an Institutional Review Board approved study. Information about the study approval is also included in Appendix A: Human Subjects IRB Approval. The surveys were crafted to include questions that would attempt to answer questions about the corequisite and about how the students in those classes perceived themselves, and also if those perceptions would prove to be different in some way from their peers in prerequisite courses.

For the initial pilot class, Weaver sought out and invited specific students to enroll in the corequisite. This process was not possible as the program moved to 50% scaling in Fall 2017. As a result, the program had many questions about the students who were enrolling in the program. Why would a student enroll in a six-credit hour English course instead of taking the classes across two semesters? In attempting to answer this question, we uncovered much about the students in our ENG 100 program. The goal of the survey was fact-finding and understanding the perceptions these students held about themselves and their writing ability. Students in all sections of ENG 100, prerequisite and corequisite, were offered three surveys across the Fall semester. The original survey protocol was designed with longitudinal analysis in mind, and questions were replicated across the three surveys in order to track if students' answers changed. Any changes would be analyzed, and results from the prerequisite and corequisite would be analyzed for significant differences.

In line with this goal, except for a few demographic-rooted questions, most questions remained the same from survey to survey to potentially track changes in perception of different elements of the writing in general as well as the students' own ability to write. The survey

documents have been included in Appendix B: 2017 Survey Documents and Appendix C: 2018 Survey Documents. Appendices B-1 and B-2 are the surveys given at the start of term. Appendix B-3 contains the survey given at midterm to both groups of students. Appendix B-4 contains the end of term survey. Appendix C-1 contains the single survey given in 2018 to prerequisite enrolled students, and Appendix C-2 contains the single survey given to corequisite enrolled students in that year.

Summary of Contents

The chapters herein focus on information gathered during Fall 2017 and Fall 2018, examining the students and the perceptions of the students in these developmental writing courses in regard to their own writing and their place in the academic community. Chapter One, "Redefining Developmental Writing Demographics," will focus on presenting the aggregate data from these surveys and addressing some of the implications of this data. I highlight specifically information about student demographics, and how that information has led to more questions about our Composition program. Of particular note are data detailing the previous English class experiences students in developmental writing brought to our institution. I did not anticipate that students who might be eligible for the gateway course, ENG 110, might still choose to take developmental writing, but the data indicated that not all students in the course had been required to take it. This has additional implications for the initial justification for the corequisite, that is, that all students should be placed into the gateway course. I also examine data on student perceptions of their own strengths and struggles with writing, and how that might affect their placement (or desire to enroll in) developmental writing as well as their attitudes toward writing in general.

Chapter Two, "Student Perceptions of Academic Community in the Developmental

Writing Classroom," examines in detail student responses from the aforementioned survey regarding their perceptions of academic community. My initial assumptions held that basic writing students would have negative perceptions of academic community in part due to a perceived exclusion from such a community because of their placement in a developmental course. However, the results from coding a multiple-choice question indicated instead that the students believe themselves to be part of the academic community at the university, but the open-ended written responses indicated that students perceive academic community in a different way than we, their instructors, do.

While this study is rooted in local inquiry and program administration at a specific institution, the results herein are more broadly applicable, even if they are not replicated verbatim across other institutions. The nature of the inquiry is necessary as the corequisite model gains influence on the national higher education landscape, and while initial results show that the model has been effective in some contexts, whether these results are accurate across multiple contexts is still unclear. It is necessary for writing program administrators to have a clear understanding of how the corequisite translates from a two-year institution model to a four-year institution model, the kinds of challenges it can present, and which students are drawn to enroll in the course.

Each chapter will emphasize different aspects of the experiences of our developmental writing students, but both illuminate the need for more research on the preconceived notions we as a field hold about the students who enroll in basic writing. Even though both chapters utilize data from the same survey instrument, each chapter analyzes different sets of data from the survey. Because these data sets prompt unique conclusions and implications, each chapter is written as a stand-alone manuscript.

CHAPTER 1: REDEFINING DEVELOPMENTAL WRITING DEMOGRAPHICS

Abstract

"Redefining Developmental Writing Demographics," focuses on demographics obtained from a mass survey given to students in prerequisite and corequisite sections of ENG 100 in Fall 2017 and Fall 2018. Primarily, this analysis focuses on readjusting assumptions about the demographics of students who enroll in developmental writing and how the students in prerequisite courses differed, and did not, from those who chose to enroll in pilot classes of a corequisite model of developmental writing instruction. Within, I also analyze claims about developmental education made by Complete College America, and I present the program structure for our institution's pilot corequisite program during the years of the study.

Introduction

In Spring 2017, Missouri State University implemented a pilot program in the English Department's Composition program. This pilot program, a corequisite model, was intended to address a perceived issue with students in developmental writing not matriculating through the composition general education sequence in a timely manner. The university had a prerequisite model in place, in which students who entered the university with low ACT English test scores took ENG 100: Introduction to College Composition prior to ENG 110: Writing I, the required general education writing course. The new corequisite would allow students to enroll in both courses concurrently so that they could complete both in one semester. The new model was advocated as one that would help students fight rising college debt, and increase graduation and retention rates.

After the first pilot class in Spring 2017, the program made plans to work toward 100% scaling. In Fall 2017, Missouri State University moved forward with scaling the corequisite pilot to 50%. Of eight sections of developmental writing offered that semester, four were offered as corequisite and four were offered as prerequisite. Although the initial pilot in Spring 2017 had yielded some data about how the program might work, the sample size was too small and there

were still many questioned unanswered[1]. If anything, the first pilot in Spring 2017 left us with more questions than we had at the start, and the results challenged existing structures of our Composition program and assumptions held about the students in our developmental writing program.

During the initial pilot in Spring 2017, I served as a tutor for students in the corequisite course as part of my work in our Composition Program's Theory of Basic Writing graduate course. My completion of that class qualified me to serve as an instructor for developmental writing courses at our institution, and the following semester, Fall 2017, I was given a section of the corequisite pilot to teach as a Graduate Teaching Assistant. As I began to prepare my materials for my section that summer, I found myself asking questions about the students I would be working with. Why did they choose the corequisite? What experiences with writing were they bringing to the classroom? Did they see a benefit in taking the corequisite over the prerequisite?

Because we were moving forward with 50% scaling, four classes of each model, it seemed that asking the students themselves would be the best place to begin to find answers to these questions. Prior to the start of Fall 2017, I constructed an IRB approved survey in three parts to administer to all eight sections of students.[2] The initial 2017 survey samples began to answer some questions, but they also raised others. I discovered, for example, that students who had taken Dual Credit or Advanced Placement courses in high school were not only taking developmental writing, but also that they had been placed in it due to low ACT scores in English. I also discovered that students who were not required to take developmental writing enrolled in both corequisite and prerequisite models of the course. This defied some assumptions our

[1] Upon completing the initial pilot in Spring 2017, the coordinator of ENG 100 compiled an institutional report with her initial findings. She utilized institutional data in her report, all of which has been aggregated.
[2] See Appendices B, B-1, B-2, B-3, and B-4 for 2017 survey documents.

program had about our developmental writing students.

I revised the IRB to include a new version of the survey for Fall 2018.[3] I reworked the survey to clarify some questions that students had struggled with. The data from 2018 has helped to clarify and validate some of the initial data from 2017, and overall this project has allowed for reflection within our program about how to potentially revise our developmental writing curriculum to better support the students we have in the classroom rather than the theoretical students we presumed we had.

Literature Review

In 1992, Peter Adams spoke at the Conference on Basic Writing about research in progress regarding the role of developmental writing in composition programs. He shared initial data from his own institution revealing that attrition rates for students in developmental writing were high; that is, students who enrolled in developmental writing were not progressing through the sequence of writing courses at the rate expected. Students either did not pass the developmental writing course and took it additional times before dropping out, or they passed the course, but never enrolled in the first-year writing course. This presentation, coupled directly (though unintentionally) with David Bartholomae's "Tidy House," rose questions and concerns about the efficacy of the traditional (read: prerequisite) models of developmental writing at the conference (Adams et al. 52-55). Resulting conversations sparked the creation of and research into multiple new models for developmental writing across the country.

In "The Accelerated Learning Program: Throwing Open the Gates," Adams and his coauthors identified three alternative models to the prerequisite model in the 1990s:

[3] See Appendices C, C-1, and C-2 for 2018 survey documents.

> Arizona State University, with leadership from Greg Glau, developed the well-known 'stretch' model, which allows developmental students to be mainstreamed directly into first-year composition, but into a version that is 'stretched out' over two semesters.[4] Quinnipiac University pioneered the 'intensive' model, which has basic writers take a version of first-year composition that meets five hours a week instead of three.[5] A few years later, Rhonda Grego and Nancy Thompson devised the 'studio' approach at the University of South Carolina. In this model, students in first-year composition and sometimes other writing courses can also sign up for a one-hour-per-week studio section.[6] (Adams et al. 54-55)

In 2007 at Community College of Baltimore County, a two-year institution, Adams and his colleagues developed a model that combined elements of these three new models to create a hybrid model for developmental writing instruction called the Accelerated Learning Program (ALP). ALP sections of writing courses are set up as first-year composition courses with enrollment split between developmental writing students and first-year writing students. The developmental writing students also enroll in a "companion course" taught by the same instructor that serves as a workshop-like course to provide additional support for the small cohort of developmental writing students (Adams et al. 57). The model results in lower attrition rates compared to their traditional sequence of writing courses, and so Peter Adams has consulted with many organizations and schools to aid in implementing this program at other institutions.

As of 2011, 300 schools across all fifty states and the District of Columbia use the ALP model. Primarily, the schools on this list are community colleges and other two-year institutions, but there are a handful of four-year institutions listed as taking part ("ALP Schools"). The success of the model attracted the attention of Complete College America, an organization aimed

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[4] Adams et al. cite Greg Glau's "Stretch at 10: A Progress Report on Arizona State University's *Stretch Program*." *Journal of Basic Writing*, vol. 26, no. 2, 2007, pp. 30-48.
[5] Adams et al. cite Mary Segall's "Embracing a Porcupine: Redesigning a Writing Program." *Journal of Basic Writing*, vol. 14, no. 2, 1995. 38-47.
[6] Adams et al. cite Rhonda Grego and Nancy Thompson's *Teaching/Writing in Third Spaces*, Southern Illinois UP, 2008.

at creating additional avenues for student success in higher education, and an additional model of developmental education, the corequisite model, came to fruition.

Missouri State University and the Complete College America Corequisite

During Spring of 2017, Missouri State University became involved in initiatives proposed and promoted by the national non-profit organization Complete College America (CCA). CCA states its mission is "[l]everaging our Alliance to eliminate achievement gaps by providing equity of opportunity for all students to complete college degrees and credentials of purpose and value" ("About"). CCA presents many initiatives that are intended to aid in student success in higher education. The organization is funded by the Gates Foundation and lobbies state legislators to implement initiatives it supports. Two of their largest concerns are matriculation (and related, time to degree), and cost incurred by students over the course of their time in school. The states and territories involved in implementing these initiatives are the "Alliance" they reference in their mission statement. As of this writing, 38 states and territories are listed as part of the Alliance, along with three additional states listed as "regional consortiums," and three further city/county based regional members for a total of 44 members.[7] Of these, 28 are involved in the Corequisite Support initiative, including Missouri.[8]

The Corequisite Support initiative is targeted at aiding students who have been placed in remediation in English and Math. CCA characterizes the current method of remediation

[7] Puerto Rico and The Commonwealth of the Northern Mariana Islands are listed as members of the Alliance. California (Northern), Arizona, and New York are listed as "regional consortiums." Notably for New York, this includes the CUNY network of schools. Inland Empire in California, Houston GPS (Guided Pathways to Success), and the Thurgood Marshall College Fund are listed as city/county members of the Alliance.
[8] CCA makes a distinction between members that are "Currently Working On" initiatives and those that have "Implemented" initiatives. The criteria for moving from one category to the other is not clear in its materials, so I have totaled all stating an involvement in Corequisite Support.

(developmental education) as "prerequisite coursework that costs thousands of dollars but doesn't count toward a degree" ("Corequisite Support"). It claims that students who are placed (due to a test score or other placement method) in remediation are unlikely to proceed in their academic careers not due to any lack of ability, but due to attrition, and that this leads to "few remedial students ever enroll[ing] in, let alone complet[ing] their [gateway] courses" ("Spanning the Divide"). "Access to remediation is not access to college," CCA claims, and as such, the primary goal of Corequisite Support is to create a support structure within "college-level" gateway courses so that students who previously would have placed into remediation can proceed in their degree path in a timely manner ("Corequisite Support"). CCA also supports students completing the gateway courses in English and Math within their first academic year, and it claims that in states that have implemented Corequisite Support, results show the initiative has "doubled or tripled the percent of students who are completing gateway [M]ath and English courses in one academic year" ("Corequisite Support"). Full implementation of corequisite courses would result in the elimination of prerequisite or developmental courses in these areas, with corequisite students receiving additional support while enrolled in the gateway course.

Notes on Terminology. Complete College America, in all of its materials, uses the term "remedial" when referring to the prerequisite courses students take before entering a gateway course. For example, CCA would consider ENG 100: Introduction to College Composition at Missouri State University a remedial course while ENG 110: Writing I is a gateway course. In my work, as in other literature in the field, I use the term "developmental." CCA uses the term "remedial" as a direct connection to its use of "remediation," which it believes hinders students in their progress toward a degree. This negative connotation is why the field of Basic Writing/Developmental Writing has moved away from this term. The use of the phrases

"remedial" and "remediation," while intended to bring light to these issues and a possible solution, sets back the work basic writing and developmental writing advocates have done toward destigmatizing these courses and the students who take them.

When directly quoting from their material or presenting data from their collections, I will use CCA's terminology in order to preserve the intent of the source. However, for the purposes of this work, most uses of the term "remedial" or "remediation" are synonymous with "developmental." My analysis of CCA's data is limited to the data it has made publicly available, and to data relevant to my own analysis, e.g. Missouri statistics. CCA makes available data on all states within the Alliance. The state of Missouri has participated in the following initiatives during the eight years it has been part of CCA's Alliance: Corequisite Support, 15 to Finish, and Math Pathways. My analysis and work focus on the Corequisite Support initiative in English, primarily as it was implemented at Missouri State University. However, some broader information about the data is necessary for context.

Complete College America Data and Claims. Complete College America, in its collected data, notes a disparity between enrollment in remediation and success in the associated gateway course. According to CCA's data collection, students in remediation are more likely to fail to complete the gateway course. Most of the data and literature cited emphasizes issues in two-year institutions. The organization does provide resources and data about students in remediation at four-year institutions, but the numbers vary significantly from that of the two-year data. In materials publicly available, CCA simplifies the data to terms that can be expressed as follows: "for every 100 students starting college [a number] are enrolled in English remediation" ("Corequisite Support"). After the website user clicks a follow-up arrow, the display changes to show how many of those students in remediation fail to complete the gateway course.

CCA claims that within the state of Missouri, 55 institutions have participated in the Alliance during the state's eight years as a member. However, nowhere in the publicly available information does CCA state which 55 institutions are involved, nor does the organization break down how many or which two-year, four-year all other, and four-year highest research institutions have participated ("Missouri"). It is unclear how CCA differentiates between four-year all other institutions and four-year highest research institutions, but it appears to be a variation on the Carnegie Classifications for Institutions of Higher Education, which delineate R1 institutions as "very high research activity" and R2 institutions as "high research activity" ("Basic Classification Description"). This would follow that "all other" four-year institutions that do not meet those criteria fall into the "four-year all other" category for CCA. It is also possible that CCA's institutional classifications are based upon the types of degrees offered at the institution. CCA claims that at four-year institutions in Missouri, 1,875 first time students are required to enroll in remediation, and of these students, 33% complete the associated gateway course in two years. It further states that the graduation rate for students in remediation is 28% ("Spanning the Divide"). It is unclear in the data provided what the total sample size is; however, it additionally reports the following regarding national numbers at two-year and four-year institutions and Missouri numbers at two-year and four-year institutions elsewhere on its website.

For two-year institutions nationally, CCA states that 34 out of every 100 students are enrolled in remediation. For two-year institutions in the state of Missouri, the data reports 32 out of every 100 students are enrolled in remediation. For four-year institutions nationally (excluding those termed "highest research") it states that 12 out of every 100 students are enrolled in remediation. For four-year institutions in the state of Missouri (excluding "highest research") the

data reports 16 of 100 students are enrolled in remediation. Using the number of students who enroll in remediation (out of every 100 students) as a sample, CCA then expounds on the number of students within that sample who do not matriculate through the gateway course. At first glance, the numbers presented serve their intended purpose of highlighting the issue of students not matriculating through the gateway course, but it is difficult to put them into a realistic perspective in their current form. Yes, it is evident that students in remediation (under the circumstances of CCA's data collection) do struggle with completing the gateway course. However, the problem is, according to the data, more prevalent in students at two-year institutions than in four-year institutions. The way the data is presented creates the initial presumption that the problem is somewhat equal across types of institutions and the graphic images used also create this illusion.[9] For example CCA states that nationally at two-year institutions 27 of 34 students fail to complete the gateway while nationally at four-year institutions 7 of 12 fail to complete it, as depicted in Figure 1-1 below.

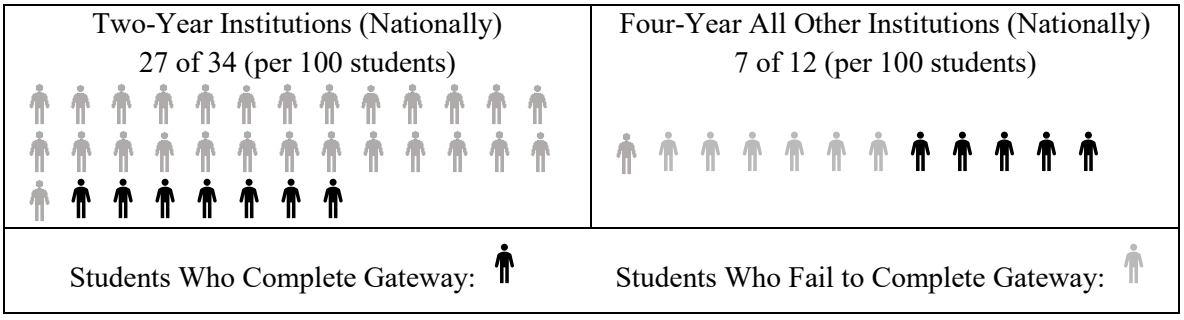

Figure 1-1. CCA Comparison of Students Who Fail to Complete Gateway Course

[9] All data points reported here from the "Corequisite Support" section of CCA's website are shown in interactive infographic form. Users must select criteria from drop-down menus, and then they are shown images that depict how many students out of a group fall into those criteria. The data is not listed in any other form and no percentages or sample sizes are offered.

These numbers are not comparable. The data is additionally misleading due to unstated sample sizes. The numbers presented, due to the "out of every 100 students" qualifier, gives the appearance that the data presented is a representative percentage of a whole population. This is not accurate. What is being presented is data on a small portion of a whole population, but even this is difficult to quantify because sample sizes are unknown.

To allow for comparability between institutional types as well as local and national rates, I have converted the numbers provided by CCA to percentages, as shown in Figure 1-2 below, indicating as a percentage the number of students reported by CCA in each demographic group who were required to enroll in remediation compared to those who were not. While CCA presents this data as "[a number] out of every 100 students" it does not, in publicly available data ever clarify a total sample size for any specific demographic. Further, it does not specify how many of each type of institution submitted data for the collection.

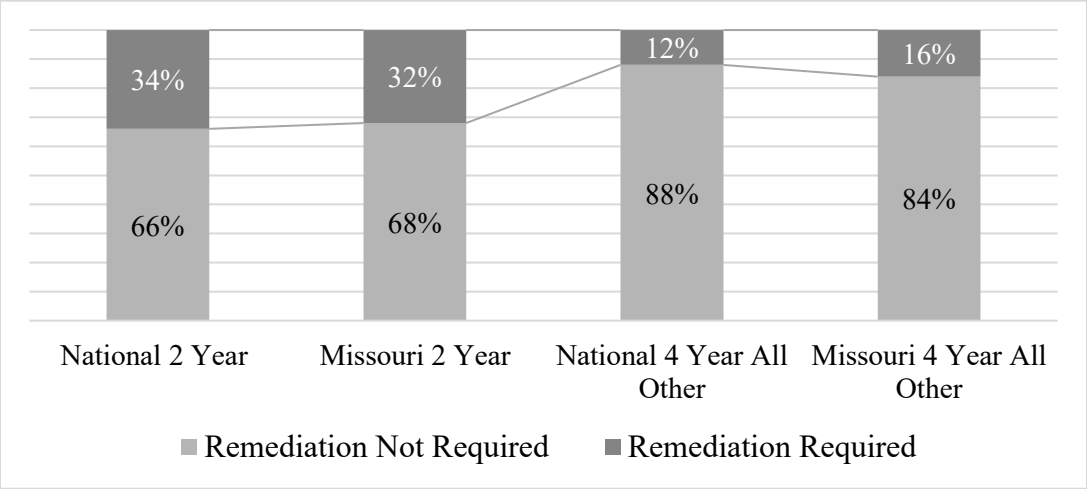

Figure 1-2. CCA Students Requiring English Remediation

In doing so, this allowed me to take a more accurate look at the second piece of data

supplied with this information: students who fail to complete the gateway course out of those enrolled in remediation. The particular presentation of the data does not clarify after how many years students failed to complete the gateway course. In other places CCA's methodology clarifies that the students required to enroll in remediation did not pass the gateway course within two academic years of their initial enrollment, but it is unclear if this timeframe also applies to this dataset ("Spanning the Divide"). CCA's website and graphics with this data follow the format: "For every 100 students starting college [a number] are enrolled in remediation. Of those students [a number] fail to complete the associated gateway course" ("Corequisite Support"). Because the figures are presented as "of 100" I have converted the following data presented by CCA into percentages in Figure 1-3:

- Nationally at two-year institutions 27 of 34 students (per 100 students) enrolled in remediation fail to complete the gateway course.
- In the state of Missouri at two-year institutions 26 of 32 students (per 100 students) enrolled in remediation fail to complete the gateway course.
- Nationally, at four-year institutions 7 of 12 students (per 100 students) enrolled in remediation fail to complete the gateway course.
- In the state of Missouri, at four-year institutions 11 of 16 students (per 100 students) enrolled in remediation fail to complete the gateway course. ("Corequisite Support")

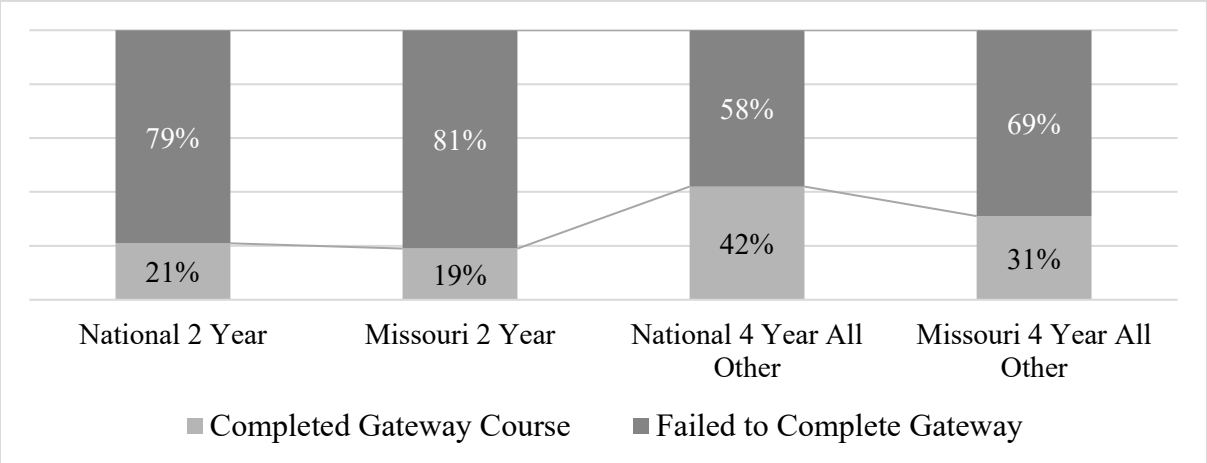

Figure 1-3. CCA English Gateway Completion of Students in Remediation

Nationally, 79% of students required to take remediation at two-year institutions fail to complete the gateway course, compared to 81% within the state of Missouri. Nationally, 58% of students required to take remediation at four-year institutions (excluding "highest research") fail to complete the gateway course, compared to 69% within the state of Missouri (See Figure 1-3). By analyzing this data as percentages, a more accurate picture of the need for solutions for developmental students becomes clear. While four-year institutions do still depict a need for a program that would aid in matriculation of developmental students, the need is notably higher at two-year institutions, not equal.

Limitations. CCA notes the following limitations to their data collection and sample: "All remedial data is for first-time entry full-time and part-time students and does not include non-first time students and students who enroll in a remedial course after their first academic year," and "all data is from CCA's 2016 collection and includes the remedial and credit accumulation cohort from 2012" ("Data Definitions").

For a state funded four-year institution like Missouri State University, this is an important clarification. Essentially, the data presented by CCA does not account for transfer students, students returning to the institution, or students whose schedules do not permit them to take the course during their first year at the university. This does allow them to avoid double counting students who may transfer in the courses in question, but it also in turn lends to inaccuracy in the data because it presumes the course trajectory of the students without sampling data. It also presumes that for every student enrolled at an institution, taking their general education math and writing courses is their first priority in their first academic year. While advisers often recommend taking these courses in the first year due to their foundational nature, the intricacies of building a student schedule are much more complex and often must consider course availability and needs

the student may have. The issue of advising students with regard to the corequisite model is another aspect that requires additional study. My own work examines in part some of the reasons why students chose to take the corequisite model (compared to the prerequisite model).

MSU Pilot Corequisite. While Missouri State University moved forward with implementing a corequisite model in its Composition sequence, the data presented by CCA led to questions about how we might see these numbers reflected at our institution and what effect the new model might have on helping our students move into and succeed in our gateway course. In her report, Margaret Weaver, coordinator of developmental writing at MSU, researched students who took ENG 100 as a prerequisite course before enrolling in ENG 110. One of CCA's major claims is that students in remediation often do not complete the gateway course due to attrition. Their numbers, as shown previously in Figure 1-3, indicate that in Missouri at four-year institutions (excluding highest research) only 31% of students required to take remediation successfully complete the gateway course within two years of their initial enrollment. Weaver found "that of the 2308 students who took ENG 100 between Fall 2009 and Spring 2017, not only did 65% of these students complete the gateway course (ENG 110) within two years, but 30% successfully enrolled in and completed the gateway course in the very next semester (that is, within *one* year)" (Weaver). This finding conflicts with CCA's findings and indicates that while the corequisite may be more effective than the prerequisite model at some institutions, the prerequisite model in Writing was already quite successful at Missouri State University. Despite the conflicting data, Missouri State University moved forward with piloting the corequisite with the assumption that it could further improve the success of students.

The Composition faculty at MSU proceeded with a pilot of a single class in Spring of 2017, taught by Margaret Weaver. What she discovered during this pilot, however, led to even

more questions about the information CCA purported. It should also be noted that CCA lumps together data on Reading and Writing classes as one category: English ("2017 Metrics" 15). At MSU, our English corequisite was limited to our ENG 100 writing course. Our English department does not offer developmental courses in Reading. This complicates comparisons with CCA data, and CCA does not make public which programs it has sampled that include Reading programs as well as Writing.

The initial pilot of the corequisite in Spring 2017 highlighted issues that would need to be addressed if the institution wanted to move forward with plans for 100% scaling. In the initial pilot, alignment with the standardized gateway course syllabus was attempted. However, in her summative report "ENG 110/ENG 100 Corequisite Model Prototype", Weaver established a need for revision of the gateway course. While it is not the focus of this study, it should be noted that the curriculum and protocol of the gateway course impacted student success in the initial corequisite pilot, and Weaver noted recommendations and how they could be implemented when the corequisite moved to 50% scaling. Weaver held discussions with current ENG 100 instructors about other factors involved in structuring the course.

Some institutions who have implemented the corequisite have offered the developmental writing portion as an add on lab-like section available for enrollment, where students would choose a section of the gateway course and a developmental writing section. This often results in students having two instructors, and there is no guarantee that the students would be in the same gateway course as their peers in their "lab section." Others have implemented versions of this hybrid model that appear more similar to the ALP model. At Missouri State University, one of the hallmarks of our composition program is an emphasis on the writing community within the classroom. Curriculum in place for both developmental writing and first-year composition

includes extensive peer review and group-centered discussion. The decision was made, in order to maintain this emphasis, that for any version of the corequisite attempted at MSU, the courses needed to be linked in the registration system so that the same group of students would be taking the two classes together. As the pilot moved forward, students would enroll in a section of ENG 110 that was linked to a section of ENG 100, both assigned to the same instructor and scheduled back to back. While maintaining the single instructor strategy and the emphasis on creating a community in the classroom that are hallmarks of the ALP model, the MSU model did not populate the course with a designated percentage of students eligible for first-year composition. All students enrolled were enrolled in both the developmental writing course and the first-year composition course. However, we did find that some students eligible for first-year composition took the course voluntarily.[10]

One of the most striking discoveries in the initial pilot ran counter to assumptions that Complete College America presents about developmental writing. The majority of their claims are based on the assumption that only students who are required to will take developmental writing. At Missouri State University this did not appear to be the case. In the initial pilot, students enrolled in the corequisite (and prerequisite) who had ACT scores that would have placed them in the gateway course:

> Eleven of the 19 students were eligible to take ENG 110 based on their ACT scores. Three ENG 110-eligible students were nontraditional students and/or veterans who wanted the additional assistance; one ENG 110-eligible student had failed ENG 110 in a previous semester; and two ENG 110-eligible students had passed ENG 100 in a previous semester but wanted additional assistance. The other five students elected to enroll in the co-requisite for unknown reasons, though I suspect it was because they could not get into

[10] One result of this corequisite model, with students enrolled in two courses totaling six credit hours, was that the institutional system required that two grades be assigned to each student. It became possible for students to receive a No Pass in the ENG 100 portion, but still receive a passing grade in ENG 110. As plans for 50% scaling began, this issue was forefront and instructors worked to ensure that success in the ENG 100 portion was more closely tied to success in the ENG 110 portion.

> a stand-alone section of ENG 110 or chose the section based on the instructor. Therefore, only eight of the 19 students were required to take the co-requisite ENG 100. (Weaver)

This data led to additional questions about which students were drawn to the course and their reasons for choosing to enroll in a developmental writing course.

Methodology and Limitations

The primary method for data collection in this study was through surveys that were conducted in the ENG 100 (prerequisite and corequisite) classrooms in Fall 2017 and Fall 2018. Fall 2017 students participated in three surveys over the course of the semester. Fall 2018 students participated in one survey. This study (IRB-FY2018-121) was approved by the Institutional Review Board on September 8th, 2017. Information about the modifications to the study and subsequent IRB approval can be found in Appendix A. In the classroom setting, with permission from the instructors (who would then step out of the room), participating students were given ten to fifteen minutes to complete each survey. All surveys in Fall 2017 and Fall 2018 (Appendix B and Appendix C) included questions that were multiple-choice and also those that were open-ended response. The multiple-choice questions were intended to allow for a quantitative analysis of demographics present within the classrooms, as well as for a comparison between the prerequisite model and the corequisite model. The open-ended questions added a more qualitative look into the students' perceptions and their responses were coded based upon patterns that emerged. Appendix D contains the full IRB approval certificate from review at Missouri State University.

During the 2017 collection period students received a survey approximately a month into the semester, a second at midterm, and the final survey a few weeks before end of term. The first survey differed depending on if the student was enrolled in a corequisite or a prerequisite course,

but only on the first question which asked for information on why they chose to enroll in the course. Differences in options reflected the nature of the course. For example, one option for corequisite students read "I desired additional assistance when taking ENG 110" while the corresponding prerequisite option read "I wanted to work on my writing skills before taking ENG 110."[11] All other demographic and qualitative questions on the first, second, and third surveys were the same regardless of a student's enrollment. A few questions persisted across all three surveys so that an attempt at longitudinal analysis of changes in student attitudes could be made. Data from the surveys was disassociated from student identity by assigning a code to each student respondent in order to track the completed surveys. All students in a given section of a course were assigned a letter group (A-H for Fall 2017 and I-O for Fall 2018). Each individual was given a randomly assigned number based on the total number of participants in a section. For example, in Fall 2017, group B had 16 total respondents, so students would be labeled in the data collection as "Student B1" or "Student B16." Any students who chose to discontinue participation were removed outright from the data set, and the number associated with the individual was not reassigned.

During the Fall 2017 data collection period, response rates varied due to attendance rates in each class. As shown in Table 1-1 the start-of-term survey included 109 respondents, 55 prerequisite students and 54 corequisite students. Based on total enrollment across all sections, this yielded a 73% response rate. However, the response rate fell sharply at the midterm data collection with only a total response rate of 58%. The response rate fell again slightly for the end-of-term survey to 57%. This problem with diminishing response rate led to a revision of the survey protocol for the 2018 data collection. Rather than conducting a three-part survey, students

[11] Refer to Appendix B-1, B-2, C-1, and C-2 for full survey questionnaires.

in 2018 were only given one survey at the start of term. While a longitudinal analysis of student perceptions across the term had been my initial goal, for those results to be accurate, a better way to guarantee consistent responses would be necessary.

Table 1-1. Total Survey Respondents in 2017

	Respondents	Enrolled	Response Rate
2017 – Start-of-Term Survey			
Prerequisite Sections	55	77	71%
Corequisite Sections	54	73	74%
Total	**109**	**150**	**73%**
2017 – Midterm Survey			
Prerequisite Sections	40	77	52%
Corequisite Sections	47	73	64%
Total	**87**	**150**	**58%**
2017 – End-of-Term Survey			
Prerequisite Sections	41	77	53%
Corequisite Sections	44	73	60%
Total	**85**	**150**	**57%**

Another factor of the protocol that led to some gaps in data was that students in 2017 could begin taking part in the survey at any point in the semester. That is, students who had initially decided not to take part could sign informed consent and provide data on any of the remaining surveys. For the purposes of this analysis, the sum total of respondents reflects unique

respondents, or those who completed at least one survey. As shown in Table 1-2, this resulted in a total of 117 respondents for Fall 2017 (78% response rate) and 89 respondents for Fall 2018 (66% response rate).

Although I collected midterm and end-of-term data for Fall 2017, I have excluded that data from this analysis due to inconsistencies in collection, except for one question from the midterm survey regarding Dual Credit enrollment in high school. As noted, student attendance was a factor in response rate for the second and third surveys, and it made attempting a longitudinal analysis more difficult because the sample size decreased significantly. While it raises further questions about which factors drive student attendance in a developmental writing course, that is a study for another time. To better compare data between Fall 2017 and Fall 2018, I have narrowed the scope of my analysis primarily to the initial surveys given.

Table 1-2. Total Unique Survey Respondents in 2017, 2018, and Combined

	Respondents	Enrolled	Response Rate
2017			
Prerequisite Sections	58	77	75%
Corequisite Sections	59	73	81%
Total	**117**	**150**	**78%**
2018			
Prerequisite Sections	51	79	65%
Corequisite Sections	38	56	68%
Total	**89**	**135**	**66%**
2017 & 2018 Combined			
Prerequisite Sections	109	156	70%
Corequisite Sections	97	129	75%
Total 2017 & 2018	**206**	**285**	**72%**

Regarding the coding process, the context for this project is necessary for understanding the lens through which I read and interpreted the student responses. As Keith Grant-Davie asserts "coding systems, then, are never derived entirely from the data but originate in the researcher's prior knowledge and are selected and developed in the context of the data" (284). The surveys were created with the intention of acquiring more data about the developmental writing students at Missouri State University in the midst of a pilot program, and they were written with knowledge of prevailing assumptions about students in developmental writing. As a result, coding of the qualitative questions emphasizes, at points, categories that were surprising or unexpected data points. It was impactful and necessary to identify what ideas, concepts, and perceptions the students were able to communicate in their writing because their ability to commit something to a written response, in their own voice, indicates more about their experiences than a multiple-choice question. Additionally, some data in findings was collected through institutional sources, as allowed by the IRB in place. This process helped to address some concerns of accuracy with regard to self-reporting from students. However, analysis of the implications of these discrepancies will follow.

Findings

Student Classification. In Weaver's initial pilot of the corequisite, she had the privilege of reaching out to students to invite them to enroll in the course. This process affected the demographic makeup of the class, and as we proceeded with additional pilots, I wanted to see if those demographics would persist or if other patterns would emerge. As shown in Table 1-3 below, data was calculated based upon unique respondents to the study. On the start-of-term survey in Fall 2017 and on the survey in Fall 2018, students were asked with which classification

they identified.[12]

Table 1-3. Student Classification of Survey Respondents

	Freshman	Sophomore	Junior	Senior	Non Traditional	Unknown
2017						
Prerequisite n=58	44 (76%)	10 (17%)	0 (0%)	0 (0%)	1 (2%)	4 (7%)
Corequisite n=59	42 (71%)	7 (12%)	5 (8%)	0 (0%)	0 (0%)	5 (8%)
Total n=117	**86 (74%)**	**17 (15%)**	**5 (4%)**	**0 (0%)**	**1 (1%)**	**9 (8%)**
2018						
Prerequisite n=51	43 (84%)	7 (14%)	1 (2%)	0 (0%)	1 (2%)	0 (0%)
Corequisite n=38	31 (82%)	4 (11%)	1 (3%)	0 (0%)	0 (0%)	2 (5%)
Total n=89	**74 (83%)**	**11 (12%)**	**2 (2%)**	**0 (0%)**	**1 (1%)**	**2 (2%)**
2017 & 2018 Combined						
Prerequisite n=109	87 (80%)	17 (16%)	1 (1%)	0 (0%)	2 (2%)	4 (4%)
Corequisite n=97	73 (75%)	11 (11%)	6 (6%)	0 (0%)	0 (0%)	7 (7%)
Total 2017 & 2018 n=206	**160 (78%)**	**28 (14%)**	**7 (3%)**	**0 (0%)**	**2 (1%)**	**11 (5%)**

[12] Refer to Question 15 in Appendices B-1, B-2, C-1, and C-2.

Students were given the following choices: Freshman, Sophomore, Junior, Senior, and Nontraditional. Students were also given a further choice to indicate if they were unsure of their classification. For instances (in 2017 data collection) where a student took part in the study but was not present for the first survey, their classification was coded as "Unknown." Though the survey did not account for it, some students chose multiple responses, and therefore some percentages in the below table are greater than 100%.

Weaver's initial pilot class had multiple nontraditional students enrolled. This trend did not persist in the Fall 2017 and Fall 2018 data self-reported by the students. Whether nontraditional students were less likely to participate in the survey is unclear but stands as a possible explanation for this data. In the data I collected in Fall 2017 and Fall 2018, only two students identified as nontraditional, and both students were enrolled in prerequisite sections rather than corequisites. More data is required to determine the draw of the corequisite model course for nontraditional students. This could have significant implications for military veterans seeking to return to school, though this would require additional study.

ENG 100 Placement Concerns. Missouri State University uses the ACT English subscore for placement in writing courses, and students with ACT English subscores of 18 or higher (or equivalent scores on other standardized exams) usually enroll in the gateway course. Missouri State University does not require the ACT Writing exam or the SAT equivalent. It was previously assumed that students who were required to take ENG 100 were the only ones who would enroll in it, but the data collected during this survey indicated this was a fallacious assumption. Some students eligible for the gateway course due to placement scores chose to take ENG 100 in some form.

At the start of each semester, ENG 100 instructors review placement scores of students

who have enrolled in their courses. Any students who have placement scores that would allow them to enroll directly into the gateway course are approached by their instructor to verify their choice to enroll in ENG 100. This happens during the first week of classes so that any students who wish to change classes are able to do so. After the drop period for the university, institutional data was collected about students enrolled in ENG 100 during Fall 2017 and Fall 2018. While it was known to program administrators that occasionally students with higher test scores would choose to remain in ENG 100, I did not believe this would transfer to sections of the corequisite model, and I did not have clarity for possible reasons why these students would choose to take ENG 100 when they were eligible for the gateway course.

In Fall 2017, 29% of students enrolled in corequisite sections of ENG 100 were not required to take it based on test scores reported to the institution. In the prerequisite sections, 14% of students enrolled were similarly eligible to take the gateway course. In Fall 2017, overall, 32 of 149 students (21%) were not required to take ENG 100 and could have enrolled in the gateway course instead (see Figure 1-4). In Fall 2018, even with much lower enrollment, 16% of students in the corequisite were not required to take ENG 100 and could have taken the gateway course as a single course rather than our six-hour model. Additionally, 4% of students in prerequisite sections were not required to take ENG 100. In Fall 2018, overall, 12 of 135 students (9%) were not required to take ENG 100 (see Figure 1-5). This decrease from Fall 2017 to Fall 2018 could be explained by better advising practices across campus, and also by a slight increase in total enrollment in standard ENG 110 sections. From Fall 2017 to Fall 2018, no additional sections were offered, but the First-Year Composition program saw a rise in enrollment from 91.5% of to 92.7%, a change of 13 students.[13] Had those 13 students enrolled in

[13] MSU offered 42 sections of ENG 110 in Fall 2017 and Fall 2018. Fall 2017 had 91.5% enrollment with 831 of

either prerequisite or corequisite ENG 100 courses instead of the gateway course, the Fall 2018 data would look more similar to the Fall 2017 data.

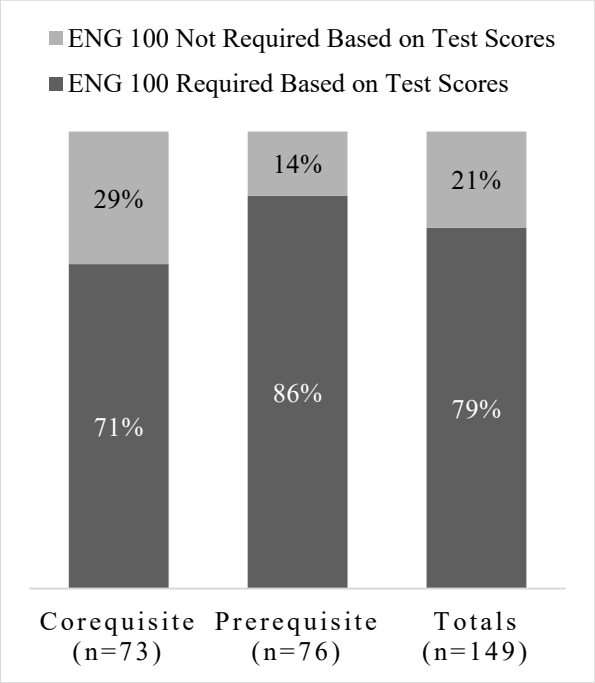

Figure 1-4. 2017 ENG 100 Student Placement

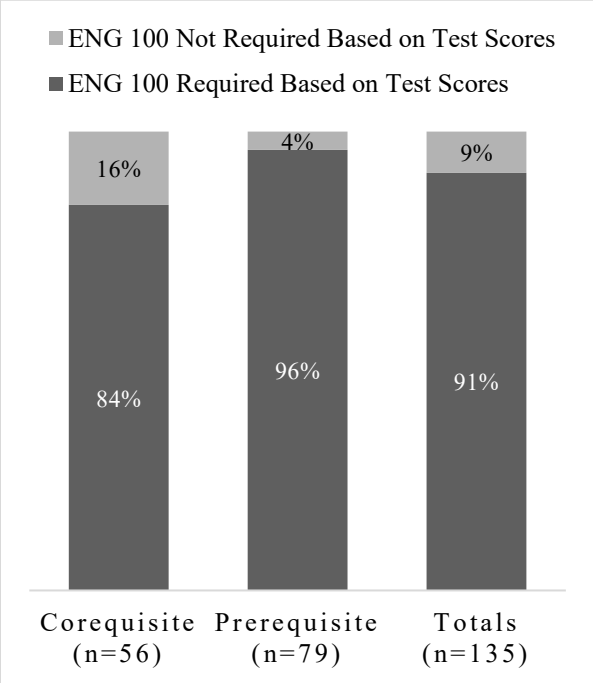

Figure 1-5. 2018 ENG 100 Student Placement

While additional data and analysis are required to ascertain *why* students are choosing to take a developmental writing course when they are eligible to take the gateway course, the numbers show that of the students who make this choice, they are more likely to be enrolled in a corequisite course than the prerequisite model.[14] Across 2017 and 2018, 23% of corequisite

908 seats of ENG 110 filled. Fall 2018 had 92.7% enrollment with 844 of 910 seats filled. This number does not include any honors-designated sections offered but does include ELL designated sections.

[14] In additional analysis presented at NADE (NOSS) 2019 with Margaret Weaver and Tracey Glaessgen, we analyzed data collected during the survey with regard to student First-Generation status, potential influences on perceptions of writing (their own and in general), as well as identified reasons for enrolling in the courses. Of particular note was the initial indication that while both prerequisite and corequisite students both equally indicate enrolling in the course as a result of a requirement, prerequisite students were more likely to respond that they

students (30 of 129) were not required to take developmental writing compared to 9% of prerequisite students (14 of 155) (see Figure 1-6). However, this can be attributed to the marketing for the corequisite at MSU and placement measures used for ENG 110.

The ACT English exam requires students to answer 75 multiple-choice questions in 45 minutes with an emphasis on correcting grammar and mechanics, reading comprehension, and interpreting meaning, tone, and emphasis in provided passages. It does not require students to compose any writing of their own. Potentially, students with scores that would place them in ENG 110 might still feel they require additional assistance in production of writing.

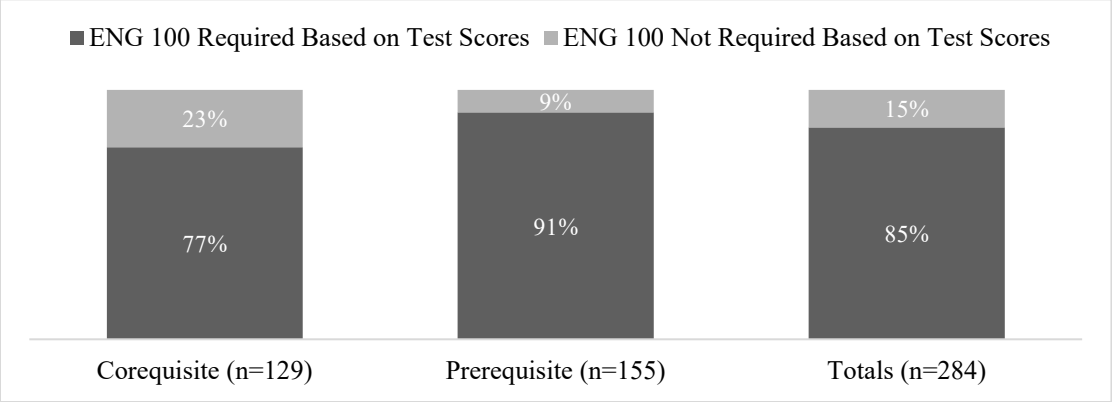

Figure 1-6. Combined 2017/2018 ENG 100 Student Placement

High School English Experiences. To further understand this potential desire for assistance with writing and under the assumption that students' preconceptions about writing would have an impact on their perceptions of the developmental writing course, questions on both the Fall 2017 and Fall 2018 survey sought to understand what kind of writing classes students had in high school. On the start-of-term survey in the Fall 2017 data collection, students

wished to improve their writing (Weaver et al.).

were asked which type of English courses they took in high school. Students were given the choice of Honors, Standard, or AP (Advanced Placement) courses. Many students selected more than one response, so numbers reflect percentage of the total number of students rather than total selections. This variation also indicated that students had the potential to pursue different tracks in English in high school rather than being constrained to one path based upon performance in earlier years of schooling. However, it may also indicate different enrollment standards for Honors and AP courses at various schools. While the majority (74%) took what they identified as Standard courses in high school, 22% indicated they had been enrolled in Honors level courses, and 13% responded they had taken AP courses in English. As shown in Table 1-4, these numbers show some variation between corequisite sections and prerequisite sections. More prerequisite students indicated taking Standard courses (78% against 72% in the corequisite), and more corequisite students indicated enrollment in Honors courses (26% against 18% in the prerequisite). However, both course models showed a 13% response of students who had taken AP courses in high school.

Table 1-4. 2017 Respondents' High School English Courses

	Honors	Standard	AP
Prerequisite n=55	10 (18%)	43 (78%)	7 (13%)
Corequisite n=54	14 (26%)	38 (70%)	7 (13%)
Total n=109	**24 (22%)**	**81 (74%)**	**14 (13%)**

After conducting the start-of-term survey in Fall 2017, initial analysis of some responses from students indicated I had neglected to include "Dual Credit" as a choice. An additional question was added to the midterm survey, but due to the drop-off in response rate, the results (though they indicated the presence of previously dual credit students in the courses) did not offer a large enough sample size to fully analyze. The question was again modified for the Fall 2018 data collection to include a dual credit option, as well as an indicator for International students.

As in the Fall 2017 data collection, many students in Fall 2018 selected more than one response regarding the courses they took in high school, so the data here and in Table 5 reflects percentage of the total number of students rather than total selections. Again, the majority (65%) took what they identified as Standard courses in high school. Seeing a decrease from 2017, 17% indicated they had been enrolled in Honors level courses, and 12% responded they had taken AP courses in English. Additionally, for the Fall 2018 collection, 9% indicated they had taken a class perceived as dual credit and 8% indicated status as international students. During the Fall 2017 data collection, some students wrote in responses beside the question (though no space had been provided). To address this, an "Other" option with a blank response line was included for Fall 2018. A few students (4%) indicated this option, and provided responses such as "College Prep Courses," "Pre-AP English," and "Literature as Film."

As shown in Table 1-5, there continues to be some variation between corequisite sections and prerequisite sections. However, unlike in 2017, more corequisite students indicated taking Standard courses (82% against 53% in the prerequisite), and more prerequisite students indicated enrollment in Honors courses (20% against 13% in the corequisite). More prerequisite students indicated previous enrollment in AP courses, nearly double that of corequisite students (16%

versus 8%). Additionally, more international students (of the surveyed population) were present in prerequisite sections than in the corequisite.

The data collected did not indicate a correlation between students who identified taking AP courses in high school and those who were not required to take the course. In 2017, only 2 of 14 (1 prerequisite and 1 corequisite) students who indicated they took AP had ACT English subscores that would have placed them in the gateway course. In 2018, only 1 of 11 (a prerequisite student) claimed to have taken AP in high school and had an ACT score eligible for gateway course placement. Students who take AP courses in high school are eligible for college credit, depending on their scores on the associated AP exam. At Missouri State University, students who score a 4 or higher on the AP Language and Composition or AP Literature and Composition exam are eligible to receive credit for the gateway writing course ENG 110 regardless of their ACT score.

Table 1-5. 2018 Respondents' High School English Courses

	Honors	Standard	AP	Dual Credit	International	Other
Prerequisite n=51	10 (20%)	27 (53%)	8 (16%)	8 (16%)	5 (10%)	3 (6%)
Corequisite n=38	5 (13%)	31 (82%)	3 (8%)	0 (0%)	2 (5%)	1 (3%)
Total n=89	**15 (17%)**	**58 (65%)**	**11 (12%)**	**8 (9%)**	**7 (8%)**	**4 (4%)**

Additionally, the data collected revealed that 7% of the survey population, 15 students (7

in 2017 and 8 in 2018) indicated they had been enrolled in a writing course labeled as dual-credit in high school. None of the 15 students had ACT scores that would have placed them into ENG 110. Traditionally dual-credit courses are taken in partnership with an institution so that high school students can receive college credit that will transfer and meet requirements when they proceed to college. In order to receive credit for the course, students must pay a fee (usually reduced from full tuition cost) and complete the course with a passing grade. It is unclear at this point if the students did not pay for the course, did not pass the course, or if their ACT scores prevented the university from accepting the transfer credit. More research on this set of circumstances is necessary in order to better advise these students.

While initially I presumed that further understanding the classes the students had in high school would lend clarity to their decision or placement in the developmental writing course, it instead just raised more questions about secondary English education curriculum and placement practices overall. Often students in developmental writing are perceived as lacking some specific skill or ability in writing. While much of the literature in the field has shown this is inaccurate, the assumption and stigma still exist among students, administrators, and legislators. With more open-ended questions on my survey, I sought to understand how the students perceived their writing ability.

Strengths and Struggles in Writing. During data collection periods in 2017 and 2018, students were asked to identify what they perceived as their strengths and struggles in writing. Students were asked as open-ended response questions "In writing, what are your strengths?" and they were also asked "In writing, what do you struggle most with?"[15] For both questions, I established four categories of coding criteria for analyzing the open-ended responses from the

[15] See Appendices B-1, B-2, C-1, and C-2, questions 13 and 14.

students. The subsets within each category remained mostly the same for both questions because similar responses appeared (despite the binary nature of the initial questions) and so that some direct comparisons can be made. The four primary categories were Process-Based Codes, Content/Genre-Based Codes, Product-Based Codes, and External Codes. Each primary category featured subsets that more accurately described the content of the responses from the students.

Process-Based Codes contained four subsets: *Brainstorming/Topic Generation*, *Outlining/Drafting/Revision*, *Research/Information Gathering*, and *Act of Writing*. Responses coded as *Brainstorming/Topic Generation* either featured use of terms often associated with prewriting as well as verbs referencing "coming up with" main ideas or points to write about. Responses coded as *Outlining/Drafting/Revision* emphasized the process of writing the essay or assignment itself, including defining its structure. Responses coded *Research/Information Gathering* were those that indicated engagement with research for an assignment in some way. Most commonly students referred to "finding sources" or simply "research."[16] Responses coded *Act of Writing* focused less on the essay or assignment being written, and more on the physical effort or skill put into the process. Some of these responses mentioned "typing fast," "handwriting," or the act of finding motivation to complete the assignment. These subsets remained the same across coding for both the "strengths" and "struggles" questions.

Content/Genre-Based Codes subsets differed between coding of "strengths" and "struggles" due to the responses given by students. For "strengths" two subsets were coded, *Creativity* and *Personal Connection*. For "struggles" *Thesis Statement* and *Length Requirements* were coded. Responses coded as *Creativity* emphasized the word "creative" in some capacity,

[16] For example, student D5 responded with strengths in "Doing research" and student J6 responded with struggles in "finding sources for topics and sometimes not knowing what to write."

whether it was the student indicating they enjoyed writing creatively, they perceived their writing as creative in some way, or they perceived themselves as creative. Responses coded as *Personal Connection* included those that mentioned writing about topics students had a connection to, writing about themselves (emotions, opinions, or otherwise), or making the writing "personal." For "struggles" the two subsets emphasized two features students indicated struggling to create. Students indicated explicitly they struggled with thesis statements, and they also responded that they had issues meeting assignment requirements such as length or word count. These overwhelmingly were more present in the "struggles" responses than in the "strengths" responses.

The subsets for Product-Based codes remained mostly the same during coding of each question. The only change between codings was the removal of code *Results/Effects of Writing* from the "struggles" response coding. This category in "strengths" included responses that indicate the students believe their writing to have an effect on readers such as "persuading the reader" or "providing information." The subset *Formal Elements* included responses that identify a specific, form-related element to a piece of writing, such as transitions, introductions, conclusions, or "flow" (cohesion). The subset *Grammar/ Spelling/ Mechanics* is self-explanatory, but additionally, any mention of "correct sentence structure" was coded here as well. The subset *Citations/Formatting* included responses that directly used those words, or referred to the act of citing sources in a work, or another task associated with formatting the final product. The subset *Word Choice/Language Use* included responses more associated with style choices in the final written product than the previously mentioned *Grammar/Spelling/Mechanics* subset.

The final primary coding category was External Codes. These varied between the

questions due to the nature of each question, and often involved students negating the premise of the question. For "strengths" the subsets coded were *I Don't Know* and *None*. Each of these subsets included responses that reflected those phrasings in some way, indicating the students either "did not know" what strengths they had in writing, or they believed they had "none". For "struggles" the subset *Everything* was coded. These responses included those that indicated the student perceived they struggled with "all" of the writing process or "everything" rather than identifying a specific skill or process.

These codes and their related response rates are shown in Table 6 and Table 7 below. Because many students indicated multiple strengths or struggles in any given response, the numbers reported reflect instances of that code appearing in student responses. For example, in this student response regarding strengths, "I can spell and know how to set it up"[17] the codes *Grammar/Spelling/Mechanics* ("I can spell…") and *Outlining/Drafting/Revision* ("…and know how to set it up") are each represented, so an instance was recorded for both.

Also, in this student response regarding struggles, "Transitioning between thoughts, citing sources in text developing strong introductions"[18] the codes *Formal Elements* ("transitioning between thoughts… developing strong introductions" and *Citations/Formatting* ("…citing sources in text…") are both represented. However, even though the student mentioned two different types of *Formal Elements* (transitions and introductions) only a single instance was recorded for the code in order to collapse the category for a more holistic analysis of the implications of these responses. As a result of the above, percentages reported may equal more than 100% for any given set. Percentages have been rounded to the nearest whole percent.

[17] Student H7
[18] Student O9

Overall, 147 students provided responses about their perceptions of their strengths in writing, and 151 provided responses about their perceptions of their struggles in writing. As shown in Table 1-6, in the 2017 start-of-term survey data collection, 56% of student survey participants responded to the question posed regarding their strengths in writing (61 of 109 students). Of the participating prerequisite students, 51% responded (28 of 55). Of the participating corequisite students 61% responded (33 of 54). In the 2018 data collection, 97% of student survey participants responded to the question posed regarding their strengths in writing (86 of 89). Of the participating prerequisite students 100% responded to the question. Of the corequisite students, 92% responded (35 of 38).

As shown in Table 1-7, in the 2017 start-of-term survey data collection, 58% of student survey participants responded to the question posed regarding their struggles in writing (63 of 109 students). Of the participating prerequisite students, 55% responded (30 of 55). Of the participating corequisite students 61% responded (33 of 54). In the 2018 data collection, 99% of student survey participants responded to the question posed regarding their struggles in writing (88 of 89). Of the participating prerequisite students 100% responded to the question. Of the corequisite students, 97% responded (37 of 38). The reason for the drastic increase in response rate for both questions is unclear. In both protocols, students were informed they had the option to leave questions blank if they did not wish to answer.

Many students, across both questions, provided responses that involved mention of multiple strengths or struggles, often going into specific details. However, students who responded in ways identified under the External codes previously mentioned broke this pattern. Students who responded they “did not know” if they had strengths in writing, claimed they had no strengths in writing, or those who stated they struggle with “everything” in writing provided

only this information and no further specifics.

Table 1-6. Student Perceptions of Strengths in Writing

	Prerequisite		Corequisite		**Totals**		
	2017	2018	2017	2018	**2017**	**2018**	**Total**
Student Respondents	*n=28*	*n=51*	*n=33*	*n=35*	***n=61***	***n=86***	***n=147***
Process Based Codes							
Brainstorming/ Topic Generation	18%	8%	36%	6%	**28%**	**7%**	**16%**
Outlining/Drafting/ Revision	29%	10%	30%	11%	**30%**	**10%**	**18%**
Research/Information Gathering	14%	14%	18%	17%	**16%**	**15%**	**16%**
Act of Writing (Time, Handwriting, Typing)	4%	4%	0%	0%	**2%**	**2%**	**2%**
Content/Genre Based Codes							
Creativity	7%	12%	12%	6%	**10%**	**9%**	**10%**
Personal Connection	4%	2%	3%	17%	**3%**	**8%**	**6%**
Product Based Codes							
Formal Elements	7%	25%	15%	11%	**11%**	**20%**	**16%**
Grammar/Spelling/ Mechanics	7%	10%	9%	6%	**8%**	**8%**	**8%**
Citations/Formatting	0%	4%	0%	0%	**0%**	**2%**	**1%**
Results/Effects of Writing	18%	12%	15%	23%	**16%**	**16%**	**16%**
Word Choice/ Language Use	7%	10%	12%	9%	**10%**	**9%**	**10%**
External Codes							
I don’t know	7%	10%	0%	11%	**3%**	**10%**	**7%**
None	4%	4%	0%	6%	**2%**	**5%**	**3%**

Table 1-7. Student Perceptions of Struggles in Writing

	Prerequisite		Corequisite		**Totals**		
	2017	2018	2017	2018	**2017**	**2018**	**Total**
Student Respondents	*n=30*	*n=51*	*n=33*	*n=37*	***n=63***	***n=88***	***n=151***
Process Based Codes							
Brainstorming/ Topic Generation	7%	6%	15%	3%	**11%**	**5%**	**7%**
Outlining/Drafting/ Revision	23%	6%	12%	11%	**17%**	**8%**	**12%**
Research/Information Gathering	0%	2%	9%	19%	**5%**	**9%**	**7%**
Act of Writing (Time, Handwriting, Typing)	0%	4%	0%	3%	**0%**	**3%**	**2%**
Content/Genre Based Codes							
Thesis Statement	13%	2%	3%	11%	**8%**	**6%**	**7%**
Length Requirements	7%	14%	0%	3%	**3%**	**9%**	**7%**
Product Based Codes							
Formal Elements	13%	10%	24%	19%	**19%**	**14%**	**16%**
Grammar/Spelling/ Mechanics	37%	33%	42%	35%	**40%**	**34%**	**36%**
Citations/Formatting	3%	18%	3%	11%	**3%**	**15%**	**10%**
Word Choice/ Language Use	7%	16%	0%	11%	**3%**	**14%**	**9%**
External Codes							
Everything (or variation)	7%	0%	3%	5%	**5%**	**2%**	**3%**

The number of students who claimed they did not know if they had strengths in writing, as reported in survey responses, rose between 2017 and 2018. This was primarily due to more

corequisite students making that claim than in 2017, when no corequisite students responded that way. Fewer students reported they had "no" strengths in writing, or "none" than those who "did not know," but the response percentages showed less variation between 2017 and 2018, as well as between prerequisite and corequisite students. However, the presence of this data point supports the presumption that the students taking developmental writing desire assistance with their writing because they are uncertain about their writing skillsets.

Across both the corequisite and prerequisite, students were more likely to state they perceived their strengths were in process-based work and that their struggles were in product-based elements. Across both questions, the single most frequently given response (36%) was students claiming they believe they struggle with grammar, spelling, and mechanics. Enough research has been done on the ineffectiveness of prescriptive grammar instruction on improving writing that I will not belabor the point except to say that these methods of writing assessment are continuing to have an effect of students' perceptions of their ability to write.

The next highest response in the struggles question was *Formal Elements* (16%). This code accounted for mentions of introductions, conclusions, transitions, and instances of the word "flow." These elements are often associated with the Five Paragraph Essay model, and students tend to disassociate the individual pieces from the whole work itself. From my own experiences working with developmental writing students, these conflicts tend to arise from students knowing they have to have all these "pieces" in an essay, but they lack an understanding of the purpose of each as part of the whole essay. The common responses of struggling with "getting it to flow" or "making the passage flow,"[19] indicate a disconnect in student understanding of the purpose of the writing and what makes a piece of writing cohesive. However, 16% of students

[19] Student J8 and Student H3.

also claimed that these types of *Formal Elements* were their strengths in writing. This, however, may have the same implications: students have decontextualized parts of the whole essay in order to emphasize something positive. When averaged, the same percentage of prerequisite and corequisite students indicated this area was a strength and a weakness. However, when categorized as prerequisite or corequisite, a trend becomes evident. Twice as many corequisite students reported this area as a struggle in comparison to prerequisite students.

While many students responded they have strengths in process-based work such as brainstorming, outlining, drafting, revising, and researching, this work and effort becomes minimized when assessment is product-based. However, these "strengths" provide a good foundation for creating more contextualized pieces of writing, and that can often be a strong starting point in the classroom for developmental writers. There are three noticeable trends in what students identify as struggles: the first is, as noted, with formal elements, the second is that twice as many corequisite students noted an issue with research and information gathering, and the third is that almost 80% more prerequisite students reported issues with length. While these trends are present in stated struggles, there are no consistent trends in strengths from year to year, in either the prerequisite or corequisite. This is evidence that students do not have a strong understanding of what their strengths are, or what might even qualify as a strength in writing. From the data responses, their stated strengths seemed to be primarily a function of what they have been told by their teachers.

Pedagogical Implications and Conclusions

The presence of students who took AP courses in high school in developmental writing courses in college has future implications for both secondary and post-secondary writing education. It has been long assumed that AP courses are structured in ways to prepare high-

achieving students for college level work. Colleges and universities acknowledge this by granting college level credit for those who achieve specific scores on the affiliated exams. Even with a small sample size (around 12% of my total surveyed population) evidence of problems with this model emerge. While College Board requires that AP course syllabi follow specific guidelines and course goals, it is unclear how often these guidelines are followed after initial approval. Placement measures are also unclear, and they are not standardized across states or districts.

Although there are documented issues with only using ACT scores for placement in college level courses, the disparity between students who claim to have taken AP courses and ACT scores that place students in developmental writing was unexpected. Of the 25 students who indicated they took AP English courses in high school, only 3 had ACT scores that would have placed them in the gateway course. This raises concerns about curriculum structure at the secondary level and placement measures at the post-secondary level. This conflict in perceptions of student achievement lends credence to the need for multiple measures for placement, especially those with an emphasis on evaluating student writing. The AP exam does require student writing and could serve as a more reliable measure of placement; however, my data indicated (even in small scale) that some students taking the course do not take the exam.

Additional research is needed to verify why students taking AP courses are not also taking the accompanying exams. Economic hardship is likely a factor, but more research is required. Some schools cover the cost of the exam ($94 per exam as of this writing), while others put tests costs on the students and their families. So potentially, a student might take an AP course, but may not have the resources to pay for the test in order to reap the benefits associated with it. As of this writing, College Board does offer fee reductions for students with “significant

financial need" of $32 per exam and they encourage students to speak with counselors about other offers and regulations in their state ("Fees"). However, this still brings the cost of the test to $62, and that is just for one exam. The argument can (and has been made) that this cost is a benefit to students compared to paying for course credit at the college level, but this also presumes the students have resources and institutional knowledge of that process. This has additional implications for research of first-generation students.

A logical extension of the survey regarding students' perceptions of their strengths and struggles in writing would involve surveying students enrolled in First-Year Composition and comparing their responses to those in developmental writing (prerequisite and corequisite). It is clear from the responses regarding perceived strengths and struggles in writing that the students have a sense that at the college level a different kind of writing is required of them. Many, especially those who enrolled in the corequisite, acknowledged their perceptions of their strengths or struggles in research-based work even though the question itself did not mention academic writing or college-level writing.

However, because the students perceive they are struggling with formal and foundational elements of writing or the writing process, they are more likely to have a high affective filter when approaching more complex strategies and tasks. Whether these perceptions are reflected in student writing requires further study, as this survey did not collect student writing samples for comparison.

While the conflict with existing data available from Complete College America regarding efficacy of matriculation through developmental (and into gateway) courses is significant enough to give pause to four-year institutions in the process of implementing corequisites, my analysis of the pilot corequisite and existing prerequisite developmental writing courses indicates a factor

overlooked by Complete College America: student choice. Students, those placed in developmental writing and those eligible for the gateway course, have agency in the decision process. That students eligible to take the gateway course would opt to take a developmental writing course indicates that multiple factors are involved in students' perception of their writing ability and having additional venues to mediate that in higher education is a necessity. The corequisite presents a possible solution for students wishing to have additional writing assistance while still earning credit for the gateway course.

As with any writing program, some of these concerns are localized, but my analysis indicates that previous assumptions about the types of students who take developmental writing courses are steeped in assumptions about lack of preparation for college level work. My data shows that, in fact, more students than anticipated are entering developmental writing courses having taken advanced courses in English in high school. If the presumption of lack of preparation is to continue, the emphasis should shift to a closer analysis of curriculum for these courses at the secondary level, as well as to issues surrounding structure of dual credit and AP courses and how credit for that work transfers (both in skill retention and in transcript form) to higher education. Understanding why and which students choose to enroll in the courses at the college level, as well as their perceptions about their own writing abilities, will aid in the development of curriculum for future pilots of the corequisite as well as restructuring of the prerequisite courses.

The corequisite model at Missouri State University is still under review and in pilot stages. Not enough data has been collected to make a definitive recommendation on whether the model should move forward with a curricular proposal. However, initial findings indicate that the model presents an alternative pathway for students who wish to complete their gateway

writing course in one semester as well as receive additional support in the classroom while doing so. The data also indicates that student choice (that is, multiple possible pathways to completing the Writing requirements) may also be worthy of additional consideration. There is more at stake here than just attrition rates and affective filters. If our "developmental" students succeed, not just in the writing program but at the university at-large, with help from tools we have given them, then we have succeeded in preparing them to take part in a larger community of scholars and citizens.

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CHAPTER 2: STUDENT PERCEPTIONS OF ACADEMIC COMMUNITY IN THE DEVELOPMENTAL WRITING CLASSROOM

Abstract

"Student Perceptions of Academic Community in the Developmental Writing Classroom," examines a single data point from a survey of ENG 100 (developmental writing) students in more detail, focusing on how developmental writing students perceive their place in the "academic community." My data revealed it is not that developmental writing students do not feel part of the "academic community" but rather that their definition differs from those of educators. Qualitative responses from students were coded to understand which factors are key in their understanding of the term.

Introduction

Composition teachers often have a specific definition of academic community that is centered on our own experiences in academia. This definition primarily centers on prescriptivist notions of what constitutes academic success, and it emphasizes the prevalence (and necessity) of scholarly contribution to the community. It is also predicated on the idea that members of the community will engage with each other in ways that emphasize a social epistemic rhetoric to create these scholarly contributions. Unfortunately, these academic community cultural norms codify a system of power that not all students can access easily. Literature in the field suggests that the academy has disenfranchised developmental students by implying that they in some way are not part of the academic community. For example, students in developmental courses are often referred to as underprepared or not college ready. Developmental courses at many institutions, due to state legislation across the country, do not provide course credit toward graduation. Researchers of developmental writing and first year composition have written on the ways that teachers can act as guides to bring students into the academic community.

I initially presumed that developmental students lacked any idea what the academic

community was. I also assumed that the students needed our guidance in the classroom to join the academic community. But through other research I have conducted with developmental writing students at Missouri State University about how they perceive their writing abilities, the question of perception became a sticking point for me. I knew my own perception of the so-called problem with these students: I thought they did not understand what academic community meant, or if they did, that they did not feel part of it due to their placement in a developmental course laden with negative connotations about academic achievement or lack thereof. But rather than relying on my perception, I instead decided to ask the students themselves.

What I discovered was that developmental students do not lack a definition of academic community; they simply have a different definition that is not codified in previous academic experience and notions of scholarly engagement. They have a definition that is different from that of their instructors. They have, as Bartholomae would assert, "invented" their own definition of academic community (589). Their definition or definitions rely less on their engagement in creating community knowledge and more on their existence within a certain location (such as the university itself) or on having positive interactions with their peers and instructors. In the writing classroom we have the unique opportunity to engage students in discussions of what it means to be part of the academic community because through their writing they are actively taking part in learning the discourse norms of the academic community. We, as composition teachers, are in a position to negotiate the varying definitions with our students and have frank conversations about experiences within the academic community in ways that help them navigate these new expectations and forms of discourse.

Literature Review

Defining academic community is both a necessity and a difficulty here. Theory and

pedagogy emphasize community in different ways, and while these definitions are taught to and accepted by teachers, something gets lost in translation when we speak with our students about these concepts. As a result, students perceive the notion of academic community in ways (because there are many) that are different from what their instructors have been taught, what their instructors have studied in theory.

Participation in an academic community lends to creation of or gaining literacy, or as Jerrie Cobb Scott terms more specifically, "critical literacy." In "Literacies and Deficits Revisited," Scott defines critical literacy as "neither a skill nor membership in a particular group, but an act—the act of socially transforming oneself to the level of active participation in and creation of a culture" (206). It is no secret that the transition from secondary education to higher education is a difficult one for students, and one factor involves critical literacy. Students are no longer just producing writing or content, they are also expected to engage in new contexts with peers and instructors, and understanding the purpose of that engagement is foreign to most. However, it is a process that is not entirely on the student.

Teachers play a role as well. Scott uses the term "uncritical dysconsciousness" to refer to the acceptance, sometimes unconsciously, of culturally sanctioned beliefs that, regardless of intent, defend the advantages of insiders and the disadvantages of outsiders" and she further asserts that "as teachers, we tend to operate without questioning the extent to which practices deviate from the ideal, socially sanctioned ideologies of society or how our individual processes of self-identity interplay with the self-identity of students" (Scott 209). This conflict is key to this study, because the expectations of instructors regarding scholarly engagement vary from how students identify academic community. Through the university classroom, especially the writing classroom, we have the opportunity to help students take part in critical literacy, but often the

uncritical dysconsciousness of instructors regarding student attitudes toward the course impedes this. Through critical literacy, students can take part in social epistemic rhetoric.

A key point in discussing the nature of academic community in the writing classroom is James Berlin's "Poststructuralism, Cultural Studies, and the Composition Classroom." He explains that a "social epistemic rhetoric," that is, creating knowledge within a community using rhetoric or discourse which is specific to that community, should be a key feature of composition pedagogy (Berlin 17). Berlin was one of the first social constructionists to posit that poststructuralist theories of language and writing could have pedagogical implications.[1] Moving away from the expressivist emphasis on individuality, Berlin discusses how an individual's contributions to a discourse community in turn help shape the community itself and provide additional foundations for interpretation. Berlin asserts that "the unique place of each of us in the network of intersecting discourses assures differences among us as well as possibilities for originality and political agency" (21). He borrows and adapts Foucault's notion of discursive formations ("discursive regimes") to define what he sees as the communities emerging from use of social epistemic rhetoric.

In "Intertextuality and the Discourse Community," James Porter discusses the inherent interplay between writing or text and the communities these texts are created in. He, like Berlin, borrows Foucault's notion of the discursive formation, though he applies Patricia Bizzell's term "discourse community" (Porter 38). He presents a simple but clear way of defining such a community: "A 'discourse community' is a group of individuals bound by a common interest who communicate through approved channels and whose discourse is regulated" (Porter 38-9).

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[1] Key to Berlin's analysis are the works of Saussure, Barthes, Derrida, Foucault, and Lyotard (Berlin 19). He presents a broader overview of the poststructuralist theories as they apply to language and rhetoric before applying them to notions of community and discourse analysis.

His further explanation will sound more familiar to composition instructors, set with the task of teaching discourse conventions to students: "a discourse community shares assumptions about what objects are appropriate for examination and discussion, what operating functions are performed on those objects, what constitutes 'evidence' and 'validity,' and what formal conventions are followed" (39). Discourse communities determine the social context and traditions that writers operate within. When a text aligns with approved ideas or modes of the community, the text is considered acceptable. This acceptability is in turn determined by the members of the community, including teachers.

This notion of acceptability plays into the discussion of the academic community. There are norms within each community that students must learn to navigate in order to become part of that community. Where Porter discusses writers, we can more broadly apply the term students. While we as writing teachers are preparing students to write in their own discourse communities perhaps determined by their major or field of study, we are also preparing them more broadly to become active members in the academic community of the university at-large. While individual fields have discourse norms, the university community does as well. For discussion in the First Year Composition classroom, I would argue the place to begin conversations about the academic community is on a broader scale, involving increasing active scholarly engagement at the university level, rather than overloading students with norms of specific field discourses at the outset. Porter, referencing David Bartholomae, advocates that writing is the key step to introducing students to the norms of the communities they seek to enter (42).

One of David Bartholomae's key calls to action in "Inventing the University" served as a touchstone for this study and my original hypotheses: "One response to the problem of basic

writers[2], then, would be to determine just what the community's conventions are, so that those conventions could be written out, 'demystified' and taught in our classrooms" (601). The students, primarily developmental writers in Bartholomae's analysis, do not know what they do not know, so as instructors we must teach them the conventions of the discourse communities so they can access those communities with more ease and acumen. The students surveyed in my own study are similarly developmental writing students, and I sought to understand their initial perceptions of concepts such as academic community so that I could better "demystify" areas that were unclear to them. Bartholomae highlights a point of disconnection between the students and the discourse community they are learning: "It is very hard for [basic writers] to take on the role—the voice, the persona—of an authority whose authority is rooted in scholarship, analysis, and research" (591). The community norms rooted in those aspects are something students, especially developmental writers and First Year Composition students, may only have a tentative knowledge or even perception of, and as instructors, it is our job to make sure that we present a clear set of expectations to the students. This is possible through explicit instruction and discussion of norms within the academic community. While literature in the field emphasizes terms like "basic" and "developmental" to describe these student writers, in this regard the term "uninformed" is more apt. The term can be applied in regard to their knowledge of academic discourse expectations, and also of their knowledge of the academic community in broader terms.

In her work with minority students ("The Silenced Dialogue"), Lisa Delpit explores the ways that power is expressed in the classroom, and how we as teachers can help our students

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[2] Bartholomae uses the term "basic writers" where I have used the term "developmental writers." As of this writing, the field generally accepts that the two terms are interchangeable, though conversations about terminology in the field are ongoing.

access what she calls the "culture of power." This "culture of power" is a structure, at the university for example, that determines who has access to resources and information, who has power in that discourse community. She advocates that multiple perspectives can lead to a stronger "understanding of the alienation and miscommunication" that can be involved with students attempting to bridge the gap between their own experiences and the knowledge and information they need to enter a given community (Delpit 85). Pivotal to her analysis is an acknowledgment for a need to balance implicit instruction and explicit instruction in the classroom. The two have distinct manifestations in the classroom: "when acknowledging and expressing power, one tends toward explicitness (as in yelling to your 10-year-old, 'Turn that radio down!'). When de-emphasizing power, there is a move toward indirect communication" (Delpit 87). This indirect communication, as Delpit asserts, is often used as an attempt to ease "discomfort," but it has the unintended consequences of not communicating information clearly.

In attempts to de-emphasize the hierarchy in a classroom setting to encourage student agency, writing instructors tend toward implicit instruction as a way of guiding students to find their own voice. This has its place in composition instruction and is useful. I will not argue that. However, when the instruction is entirely implicit, and students may still need additional foundations in order to then find their own voice, a problem emerges. Considering Bartholomae as well, the students simultaneously do not know what they do not know, but Delpit would say that they do know they are missing out on some information. They are aware that there is something they have not been told: "those with less power are often most aware of its existence" (Delpit 85). Delpit's theories are broadly applicable to the notion of a specific academic community or discourse community. Where Delpit uses "culture," we can use the term "community" (and Berlin would agree): "if you are not already a participant in the culture of

power, being told explicitly the rules of that culture makes acquiring power easier" (Delpit 85). In using explicit instruction as a method to give students access to resources they need to enter a discourse community, we give them power to become an active member of that community.

Methodology

I conducted surveys of developmental writing students at a public 4-year university during the Fall semester of 2017 and the Fall semester of 2018. The surveys were part of a larger project with the goal of better understanding the classroom and enrollment demographics of the developmental writing program at the university for purposes of curriculum development, and this study (IRB-FY2018-121) was approved by the Institutional Review Board on September 8th, 2017[3]. The survey also asked questions that sought to better understand the perceptions students in the courses had of their own writing, writing in general, and their attitudes toward their placement in the developmental course. I will focus here solely on a question which appeared in both data collection periods regarding the students' perception of academic community at the university. The original nature of the study was to analyze differences between two instructional models for developmental writing in implementation at the university. Students who participated were enrolled in either a prerequisite developmental writing course in which upon passing they would proceed to the Writing I general education course the following semester, or they were enrolled in a pilot corequisite developmental writing course in which the students were concurrently enrolled in the Writing I general education course.[4]

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[3] See Appendix A: IRB Study Information and Appendix D: MSU Institutional Review Board Approval

[4] Missouri State University uses ACT scores to determine Writing placement. Students whose English ACT subscore is below 18 (or an SAT equivalent) are required to take ENG 100, our developmental writing course, before they proceed to ENG 110, our first-year writing course. However, students with higher ACT scores are able to enroll in ENG 100 if they wish to take the course for additional support or practice in writing. The course, however, does not count toward credits for graduation, and is graded Pass/No Pass (thereby not affecting GPA).

All students in the data sample answered the following question: “Do you feel like a part of the MSU Academic Community?” Students were given the following options as choices:

- Yes, I feel like a part of the MSU Academic Community.
- No, I do not feel like a part of the MSU Academic Community.
- I am unsure if I am a part of the MSU Academic Community.

The initial question was posed as multiple choice to gauge initial perception rather than asking students to create an answer. The choices were determined to directly address my original presumptions of the results I would receive. I presumed that, due to the placement of these students in developmental writing, they would state they did not feel part of the academic community. The response options were given as polar extremes to address this perception, as well as an Unsure option in order to allow for gaps in understanding of the terminology. It seemed plausible that students might not understand the phrase altogether, or that they would be unclear on how to answer the question based upon their own positioning. With most of the students in their first semester at the university, this was a likely possibility.

Additionally, to address potential nuances and outliers responding, the students were also given a follow-up question to explain their “Yes,” “No,” or “Unsure” response: “In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.” This question was given as free response, and not all students who answered the multiple-choice question provided a response to the follow up. However, the results of the follow-up question provided insight into why the students chose their responses.

Preliminary Coding of the follow up question was limited to four categories of responses as they appeared: *Teacher Involvement and Resource Accessibility*, *Acceptance*, *“I Don’t Know”*, and *Doing the Work. Teacher Involvement and Resource Accessibility* included

responses that detailed perceptions of faculty and instructors and student access to and use of campus resources to support their learning. *Acceptance* included responses that detailed student perceptions of being welcome and accepted into the university community as a qualifier for their response. *"I Don't Know"* included the responses of students who were unfamiliar with the term academic community. *Doing the Work* included responses from students who associated completion of work and class attendance with their perception of the academic community.

I have limited this research to the analysis of these codes to streamline courses of action that can be taken to mediate these perceptions. These categories, while limited, do not entail all the responses provided by students, but they present the most prevalent responses in the data. As Keith Grant-Davie asserts of coding as a research methodology for composition research, "coding is interpretive, and no interpretation can be considered absolutely correct or valid" (Grant-Davie 281). He emphasizes that we can assert some validity by establishing the norms we are working under, defining categories, and by accepting that validity is not absolute, but rather a spectrum dependent on circumstances. This notion applies to this study. The initial survey this data is taken from emphasizes the importance of understanding how students perceive certain terms or situations that educators have previously thought had absolute answers. Acknowledging that these absolutes may be fallacious or even detrimental to educating these students is important.

Findings

For both survey periods, Fall 2017 and Fall 2018, the survey was conducted within the first few weeks of class, but after the initial drop period had passed.[5] The classes surveyed

[5] It should be noted here that our university employs an annual "Public Affairs Theme." This theme is used to

consisted primarily of students in their first semester at the university enrolled in a developmental writing class, either as a prerequisite or corequisite. Of 206 students surveyed in Fall 2017 and Fall 2018, 78% classified themselves as Freshmen, 14% classified themselves as Sophomores, 3% classified themselves as Juniors, 0% classified themselves as Seniors, 1% classified themselves as Non-Traditional, and 5% classified as Unknown or did not provide data.[6] As a result, the responses they provided, I presumed, were more likely to be based on their own internalized perceptions of academic community rather than a regurgitation of what they might hear in their writing class. In Fall 2017, 110 students across 8 sections of developmental writing responded to the survey question (See Figure 2-1). Of these 110, 97 provided a response to the follow up open-ended question. In Fall 2018, 89 students across 7 sections of developmental writing responded to the survey question (See Figure 2-2). Of these 89, 58 provided a response to the follow up open-ended question. This amounted to a total of 199 responses to the multiple-choice question and 155 written explanations to the open-ended follow up question. Initial results were aggregated according to enrollment in either the corequisite or prerequisite model, but there was not a significant statistical difference between the two groups. As such, I have chosen to report the results as one single data set for each survey year.[7] The near replication of these percentages in the second year of the survey, 2018, indicates that the 2017

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engage students in the larger local community as well as that of the university. It forms a key aspect of the general education requirements for the university, and it is a primary focus of the First Year Experience course that most students are required to take. During the 2017 data collection period, the theme was "Sustainability in Practice: Consensus and Consequences." In 2018 the theme was "Unity in Community." This emphasis on defining and understanding communities on a larger scale may have influenced student perception of academic community, but my sample size was too limited to verify this with certainty.

[6] Refer to Chapter 1: Table 1-3: Student Classifications of Survey Respondents.

[7] In survey year 2017, for example, 63% of Corequisite respondents selected Yes, compared to 66% of prerequisite respondents. 4% of Corequisite respondents selected No, compared to 5% of prerequisite respondents. 33% of Corequisite respondents selected Unsure, compared to 29% of prerequisite respondents. A similar breakdown appeared in the year 2018 survey results, so I have instead aggregated the data as a single set for each survey year.

survey group was not an anomaly in their perceptions of academic community. That the numbers are within 1% of each other indicates that this mindset among the students is prevailing and might be reflected if the survey were continued in additional years or semesters.

In Fall 2017, 65% of student respondents said that Yes, they felt part of the academic community at our institution. Four percent of students said No, and 31% said they were unsure if they were part of the community (See Figure 2-1). In Fall 2018, 65% of student respondents answered Yes, 5% answered No, and 30% answered Unsure (See Figure 2-2). Across the two survey periods, the students surveyed overwhelmingly feel that they are part of the academic community. These results were not anticipated, based upon my own existing presumptions of developmental and first-year students. I originally presumed that students would overwhelmingly respond they did not feel part of the academic community (a "No" response). I anticipated that some students would be unsure regarding the terminology, but I presumed that most responses would be "Yes" or "No," though primarily the latter.

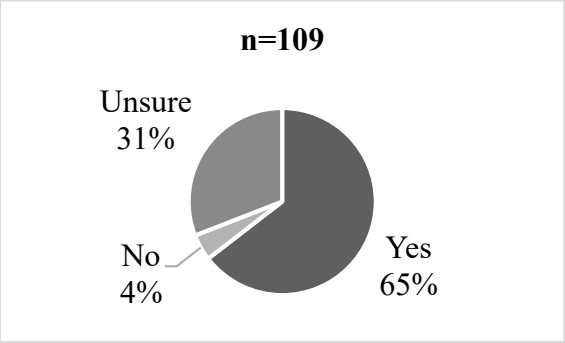

Figure 2-1 – Fall 2017 Academic Community Results

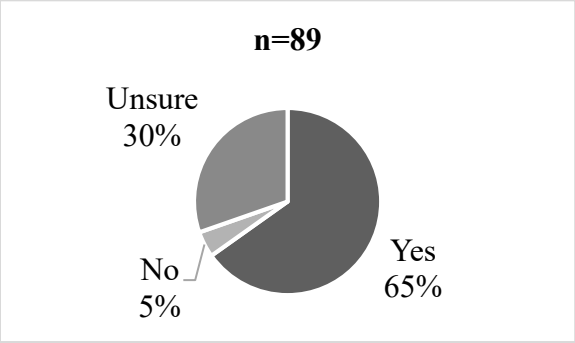

Figure 2-2 – Fall 2018 Academic Community Results

For these students with lack of experience with academic community norms, what prompted their feeling of inclusion? For those unsure, which aspects were unclear or uncertain to

them? Was it the terminology or the notion of being part of a community at the institution? I hoped that the open-ended question responses would give me answers. They did—just not the ones I expected. Rather than providing me with insight into how the students had encountered vestiges of the academic community, I found that the students' definitions did not align with what pedagogical training instructors receive. Students' conceptions of what an academic community is are determined by different criteria, and the responses students gave on the survey indicated this.

As established, after the initial coding of the free responses, four key categories emerged: *Teacher Involvement and Resource Accessibility*, *Acceptance*, *"I Don't Know"*, and *Doing the Work.* While all four areas included positive and negative responses from students, two areas were more generally positive responses (*Teacher Involvement and Resource Accessibility* and *Acceptance*), while the other two held some potentially negative connotations. (*"I Don't Know"* and *Doing the Work*). The categories that emerged allow us to examine more closely what factors students perceive as related to their experience in the academic community, and it gives us further insight into how they define it differently than we do.

The first category, *Teacher Involvement and Resource Accessibility*, indicated that student perception was significantly influenced by their relationship with instructors and their perception of available help and resources. From the 2017 data set, 27% of students included some reference to their instructor or to campus resources as part of their explanation of their perceived inclusion in the academic community. From the 2018 data set, 50% of student responses featured such a reference. Students who perceived that their instructors cared about their success or who felt they had easy access to institutional resources were far more likely to claim they felt part of the academic community. While the connection was overall positive, a few

outliers did have negative responses, indicating a disconnect from the academic community as a *result* of a poor perception of an instructor. Most of these seemed to indicate the students perceived that their instructors were intentionally making the class or material difficult, or they felt forced to take a course they believed they did not need. One of the most striking examples of this was "I don't feel like the [professors] or 'student teachers' want you to succeed or graduate. I believe they want to make the college experience as hard as they can."[1] However, these responses made up even less than 4-5% of the overall survey population who indicated a "No" response.

The second more positive response category I coded was *Acceptance*. Rather than being based in their academic work or specific subjects, these students indicated that they felt part of the academic community due to feeling "welcome" or comfortable. In the 2017 data set, 11% of students indicated some aspect of feeling welcomed by the on-campus community in their response. In the 2018 data set, 9% of students included language to this effect. However, students spoke in general terms about their classes and campus life. For example, one student responded "MSU is a very community based university. Everyone is very welcoming and wants to help."[2] Responses did not specifically relate to the writing course. This suggests that the students have a wider perspective of the university community as a whole, not just the academic community.

The next two categories have slightly more neutral or negative implications. The first, *"I Don't Know,"* highlights the need for explicit instruction as Delpit recommends. Just over 10% of students (mostly those who had chosen "unsure") in the 2017 data set responded that they did

[1] Student F2
[2] Student C9

not know what the academic community was or meant. Fifteen percent of students in the 2018 data set had answers in this category. The terminology "academic community" was unfamiliar to them. This category, in particular, needs additional coding, because across the responses there were varying levels of confusion, from simply stating they did not know what the academic community was, to confusing-to-code answers that showed a greater misunderstanding of differences between high school expectations and university expectations.

For some students, their answers reflected how long they had been at the university and that they were still adjusting: "I feel like I'm involved yet not involved so I'm not sure if I really am or not. Just unsure."[3] Many respondents were first semester freshmen students, and this newness to the campus overall was reflected in their responses. Some of the older students tended toward stating they lived off campus or had other obligations that prevented them from getting involved in on-campus activities they presumed were associated with "academic community." Others were unclear if the academic community was a course, a requirement, or some organization on campus. One student responded "I am unsure if what I'm taking counts as making me part of the MSU Academic Community. This course is the only 'academic' class I'm taking beside The language of music for a Gen. Ed."[4] Another thought it was a carry over from a high school program: "I was apart of that community in high school and I want to take a break from it. If it was offered to me later on than maybe."[5] Many others had simply "never heard of it."[6] This lack of awareness indicates more explicit conversations are required at all levels.

The last category in my initial coding, *Doing the Work*, was the most revealing, and it

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[3] Student E9
[4] Student F4
[5] Student M11
[6] Students E2, I4, O8

makes evident the disparity between how students view the academic community and how instructors, "academics," do. Students indicated that because they do their homework or simply attend classes, they feel part of the academic community. Of the 2017 data set, 17% of students responded in this way, and in the 2018 data set, 36% of students used this as their explanation. These responses were common among students who answered "Yes" and also those few who responded "No." For some, a possible disconnect between academic community and the work completed in class is notable: "I go to classes and do the work. I sometimes have to go to something and write about it. I just don't feel like part of it."[7] For many, regardless of their initial answer, being enrolled and attending classes was perceived as criteria for being part of the academic community. However, the reason for the rise between survey years is unclear.

Pedagogical Implications and Conclusions

What this study seeks to show, in this data and in its broader scope, is that how students perceive academic community is just as valid as the reality of their situation. The categories I have defined above all emphasize student perceptions of academic community, and they are in some ways hindered by only being what students had the ability to express in writing or chose to disclose on the survey. This study does not take into account observations of the classroom itself, or if an individual instructor discusses entering the academic community. However, it is more useful to examine the student perceptions because these define what sticks with the students and what they take away from the class, regardless of what teachers have taught. Teachers' influence cannot be entirely overlooked though, as the data suggests. Students who felt their teachers cared about their success had generally more positive views of the academic community, and felt they

[7] Student H7

were part of it. As instructors, mediating these perceptions will be key to helping our students succeed. As Jerrie Cobb Scott put it succinctly, “Simply, very simply, students don’t care what we know unless they know we care” (212).

Community building is a hallmark not only of Missouri State University, but also of our Composition program. Engaging in critical discourse with peers is a key element of our pedagogy and a requirement of our First-Year Composition course, ENG 110. The data about student perceptions of being accepted at the university suggests that in our writing courses we are supporting this notion, and it is more widely applicable to discussions of learning communities and cohort learning in the field of developmental education. Students being comfortable with their peers and instructors is the first step to them engaging more actively in the classroom, becoming more active scholars in their community at the university. Additional research is needed to understand more clearly what students believe makes them feel “welcome” at the university. First-Year Experience researchers have begun some of this work, but it requires broader study as well.

The number of students who are unfamiliar (*“I Don’t Know”*) with the concept of “academic community” is troubling and has the potential to lead to higher affective filters in classroom engagement. Instructors need to have more explicit conversations with their students about the nature of academic community and how their engagement in class and with their peers makes them part of that community. This is easily done in a writing classroom as we continually encourage them to engage in larger conversations in their areas.

The emerging customer service model of education has led to the responses shown in the *Doing the Work* category, but that will require further study. However, as instructors, we can mediate this in our classrooms by encouraging more engagement and establishing a clearer idea

of what scholarly engagement in academic discourse communities looks like. By setting clear expectations for what constitutes scholarly work and engagement and providing them with resources that allow them to take part in contextualized ways, the quality of their engagement will rise.

My goal here is not for instructors to necessarily replicate the study I have completed. Instead, I hope that these insights will encourage instructors to have more explicit conversations with their students about the nature of academic community within their given discourse communities so that the students have a clearer path for entering those communities. My original hypothesis, that students in developmental writing courses do not feel part of the academic community, has been challenged by my results. However, the study itself has highlighted other issues that are of greater importance. It is not just a matter of whether or not students feel part of the academic community. Instead, we need to ensure that our students have a clear understanding of what the academic community expects from them in terms of engagement. We need to discuss the nature of the academic community and its goal of knowledge creating within discourse communities in more explicit terms, and we need to create writing curricula that encourages students to use their writing to engage directly in this form of discourse with their peers. Composition Studies is already examining how digital and multimodal technologies can increase active engagement and collaboration among students, and work on inclusion in academic community and discourse communities is related. It is not enough to supplant "academic community" with other terms like "university community" or "scholarly community." These terms have different connotations and existing uses. The shift involves helping students gain an understanding that they now have a stake in creating knowledge and determining in which contexts it can be useful rather than just absorbing it.

However, explicit instruction and discussion of academic community in any given setting is only one aspect of the solution. Any solution must be individualized to meet the needs of the student. The conversation will look different for every student. Commuter students, non-traditional students, veterans, and others may all have different expectations of what engaging in the academic community means as trends in secondary and higher education change. And for some, it may not be a personal priority. In developmental writing, bias against the institution, regardless of the instructor's efforts, may fester, as shown in the responses of students who felt they had been forced into a class. As a result, my most important recommendation is for *transparency* in conversations about academic community and culture in our classrooms.

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SUMMARY AND CONCLUSIONS

As educators, our primary goal should be to ensure the success of our students. This is especially true in developmental education. Students come to us with specific preconceptions about writing and about their own abilities in creating it. These preconceptions are formed in many ways, and previous experiences have an impact. It cannot be overstated that for some students education can feel like a burden, especially when they are placed into an environment they perceive they cannot succeed it (or if, regardless of their effort, they have been told they *can't* or *won't* succeed). Developmental educators are making strides to change this mentality, and across the field are putting more push behind practices that center on student success. And, on the surface, administrators and legislators share this goal.

Traditionally, students who have been required to take classes similar to the ENG 100 course at MSU have been termed basic writers, developmental writers, or even remedial writers. While work on the corequisite model does tend to circulate within the sphere of Basic Writing/Developmental Writing instructors, I take issue with defining the students depicted in this research primarily in these terms. One of the most shocking findings of the survey I conducted was that not all the students in the corequisite or even the original prerequisite classes were required to take the ENG 100. Some students enrolled even though they were eligible to take the gateway course, ENG 110: Writing I. As of this writing, I am conducting additional research with Margaret Weaver and Tracey Glaessgen to further understand why these students are electing to enroll in the course when not required. Some had taken higher level English courses in High School such as Advanced Placement, while others took an equivalent of ENG 110: Writing I as a dual-credit course.

So, to call all the students in the corequisite courses at MSU basic or developmental

writers is inaccurate. While the number of students in the aforementioned category is by no means a majority, they exist as a population within the courses analyzed in this study. To label them as basic or developmental writers simply because they chose to enroll in the course is a discredit to their abilities and efforts, and it furthers the stigma associated with basic writing courses. While the terms "basic" and "developmental" were a step forward from "remedial" for Mina Shaughnessy in 1977, now forty years later the terms carry many negative connotations. Composition studies still lacks positively oriented terminology to describe this population of writers. Even as of this writing, the term "developmental" is under fire as administrators and state legislatures work to eliminate developmental education from higher education. In response to the concern that university administrators are disavowing the importance of developmental education as a field, even the National Association for Developmental Educators (NADE) has moved forward with rebranding initiatives as of their 2019 annual conference. That these students are developmental is not a comment on the abilities they enter the university with, but rather an acknowledgment that they are developing their skills as writers. The purpose of our ENG 100 course is to prepare students for the types of writing they will encounter in ENG 110, our gateway course. Acquiring a skill is a process and one that requires reinforcement. This has never been more clear to me than when our program discovered that we had students enrolled in developmental writing who were eligible for the gateway course. Some of these students had been told they were bad writers and were intimidated by the gateway course. Others had a specific goal or skill they wanted to improve and they made the choice to take the course.

The corequisite model and other modifications of the Accelerated Learning Program are a necessary step in this direction as well. This is a step toward making courses that help students gain skills in writing more accessible and useful. However, they are not just stepping stones to

something “better” or “college-level”, but valuable experiences in their own right that reinforce good habits at the outset of the students’ academic careers. In these classrooms, students participate in critical literacy that will serve them not just at the university, but in their future careers as well.

Many schools are taking part in corequisite models as of this writing, and the ways the model is effective or ineffective are underway. Most of the work being done on the corequisite model is being done at two-year institutions, and studies like my own that analyze the model at four-year institutions are few and far between. This is in part due to the outright eradication of developmental writing at four-year institutions and the continued stigma attached to this support structure. More research on how this model can impact student writing at four-year institutions is required, as well as longitudinal research on the impact of removing developmental programs from larger institutions. If a support system is available, the students will use it, and the data collected at my institution shows this. Collecting long-term data on the efficacy of the corequisite has presented challenges at Missouri State since the initial pilot. Low enrollment has resulted in cancellation of some sections that had been designated as corequisites, and this has decreased the sample the Composition program has been able to analyze. Whether the corequisite is more effective than the prerequisite at Missouri State University is still unclear, and the future of the model in the program is unclear as of this writing.

Due to the foundational nature of developmental courses, especially those in writing, the perceptions students take away about not only the course, but of their place in the university academic community at-large are important to understand. Originally, I presumed that due to the stigmas involved with developmental courses, these students would feel the burden of not being part of an academic community, that they were not part of the discourse for some reason.

However, my results challenged this idea. The students felt that they were part of the academic community, but their perception of what that entailed differed from what instructors believe. Making sure that students understand what is expected by the academic community in terms of engagement is paramount to helping them access that culture of power. Developmental courses are a place for these explicit conversations and for building these discourse skills.

Despite research, many negative assumptions are still made about developmental students, and some of these notions are perpetuated by well-meaning administrators and legislators. While the goal is to help these students succeed, the methods reinforce the stigma that in some way these students simply are not ready for college. My study during the pilots of the corequisite model at Missouri State University show that there are problems with this mindset. My study found that developmental students were not the only ones who took our developmental writing courses. Students who were eligible for the gateway course did as well, because they perceived they needed more help with writing, despite what placement scores determined. Students who took honors, Advanced Placement, and Dual Credit courses in high school enrolled in developmental writing. If those courses are succeeding, how can this be? This still requires additional study because it was a result that was not anticipated. Our sense of developmental students can no longer emphasize that these students were not prepared in high school. Some of them were, but they still believe themselves to be lacking. The students have a clear sense that higher education expects something different from them, and they are judging themselves wanting. More research is required in order to better understand how secondary curricula, especially those of AP and Dual Credit courses, have adapted to prepare students for post-secondary work.

Students enrolled in developmental writing even when they were not required to, and

research on the reasons why they made those choices is in progress. Students have different reasons for enrolling in either the prerequisite or corequisite model of developmental writing, and this seems to be tied to their perception of their own abilities. Because this disparity exists, it would be ill-advised to move to 100% scaling as CCA suggests. While individual institutions need to make locally-based decisions on which models to offer, it is evident that students benefit from having a choice in their enrollment, regardless of which model they choose.

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APPENDICES

Appendix A: Human Subjects IRB Approval

The data included within the chapters prior was collected under approval of the Missouri State University Institutional Review Board. The data was collected in two separate approved studies, which I have detailed below. The data featured in Chapter 1: Redefining Developmental Writing Demographics and in Chapter 2: Student Perceptions of Academic Community in the Developmental Writing Classroom is covered under IRB study IRB-FY2018-121 listed below.

Under the title "The Gateway in Sight: Students' Perceptions of Writing Skills and Acceptance into the Academic Community in Prerequisite and Corequisite Classrooms," I applied for and received IRB Approval for study IRB FY2018-121 to conduct mass in person surveys of students in ENG 100 at Missouri State University. Margaret Weaver served as my Principal Investigator and oversaw the project. The study was initially deemed "Exempt" by the IRB on September 9th, 2017. However, after the first data collection point, I saw the need to adjust the second survey to collect data I did not anticipate. Those revisions were approved on October 19th, 2017 and the data collection continued as planned. The 2017 Survey documents and additional information are appended in Appendix B, B-1, B-2, B-3, and B-4. When I determined I wanted to continue the study in Fall 2018, I submitted another revision to the IRB, which was approved on October 6th, 2018. The 2018 Survey documents and additional information are appended in Appendix C, C-1, and C-2.

Full copies of the IRB approval for the study and verification of my own Human Subjects training documentation are available upon request.

Appendix B: 2017 Survey Documents

Included in this appendix are the survey documents used to collect data analyzed in Chapters 1 and 2 of this thesis. These survey documents were approved by the Missouri State University Institutional Review Board. In Fall 2017, students enrolled in either prerequisite or corequisite models of MSU's ENG 100: Introduction to College Composition were given three surveys. Participation was voluntary, and the surveys were proctored in person. Students were given informed consent, and signed consent forms for all participants were collected. Students were told their participation would have no bearing on their grade in the course.

Survey 1 (Appendices B-1 and B-2) was given to students at the start of term. Two versions of the survey were given, one for corequisite students, and one for prerequisite students. However, the difference in the surveys was limited to the first question, which asked them about their choice to enroll in the class they were in. As a result of the different course models, the response choices for this question were different. All other questions were the same on both surveys. Students were not informed they were receiving a different version of the survey dependent on their course enrollment.

Survey 2 (Appendix B-3) was given to students around midterm of the MSU Fall semester. This survey, with IRB modification and approval, was altered before proctoring due to initial findings from Survey 1. Before Survey 2 was conducted, a question was added to address an additional data point neglected in Survey 1 about enrollment in dual-credit writing courses in high school. Beginning with the proctoring of Survey 2, students were also given the option to withdraw from the study. This policy continued with Survey 3 (Appendix B-4), which was given a few weeks before the end of the Fall semester. Unlike Survey 1, Surveys 2 and 3 were identical for both prerequisite and corequisite students.

Appendix B-1: Survey 1 (Start of Term) – Prerequisite Sections. The following survey was given to Fall 2017 Prerequisite enrolled students at the start of the semester. Data collection methods followed those outlined in the text previously and in the IRB certificate listed in Appendix D.

Student Name: _____

ENG 100 Section/Instructor:_____

1. Why did you take this class? Please circle all that apply. Please rank your choices in order of importance to your decision, with 1 being the most important, and up to 8 being least important (but still part of your choice.)
    a. ____ I was encouraged by a SOAR representative to take this class.
    b. ____ I did not want to take both ENG 100 and ENG 110 at the same time.
    c. ____ I wanted to work on my writing skills before taking ENG 110.
    d. ____ I was encouraged by my parents to take this class.
    e. ____ The course was required.
    f. ____ It fit into my class schedule.
    g. ____ I was encouraged by my advisor and/or a faculty member to take this class.
    h. ____ Other: _____
2. Which English classes did you take in high school?
    a. Honors Courses
    b. Standard Courses
    c. AP (Advanced Placement) Courses

If you answered C: AP (Advanced Placement) Courses for Question #2, please answer 2a, 2b, and 2c. If not, proceed to Question 3.

2a. If you took AP English, which AP Course did you take?

a. AP Language and Composition

b. AP Literature

c. Both AP Language and Composition and AP Literature

2b. If you took AP English, did you take the exam?

a. Yes, I took the AP Language and Composition Exam.

b. Yes, I took the AP Literature Exam.

c. Yes, I took both the AP Language and Composition Exam and the AP Literature Exam.

d. No, I did not take an AP English Exam.

2c. If you took an AP English exam (as noted in question 2b) what was your score? _____

3. Please rate the following subjects in order of preference (1 being the highest and 5 being the lowest):

_____ Math

_____ Science

_____ History

_____ English

_____ Art

4. Are you a first-generation college student? (i.e., the first person in your family to attend college or university)

a. Yes, I am a first-generation college student.

b. No, I am not a first-generation college student.

c. I am unsure if I am a first-generation college student.

5. What is your declared major with the university?

_____

5a. If you answered "Undeclared" to Question #5, what majors interest you? You may list up to five if you are unsure or still considering.

_____

_____

_____

_____

_____

5b. If you answered with a declared major to Question #5, have you changed your major?

a. Yes

b. No

5c. If you have changed your major, how many times have you changed it? _____

6. Have you taken ENG 100 before?

a. Yes, I have taken ENG 100 before this semester.

b. No, I have not taken ENG 100 before this semester.

6a. If you answered Yes to Question #6, how many times have you taken ENG 100? _____

6b. If you answered Yes to Question #6a, at which institution did you take ENG 100 (or an equivalent)? _____

7. Do you feel like a part of the MSU Academic Community?

a. Yes, I feel like a part of the MSU Academic Community.

b. No, I do not feel like a part of the MSU Academic Community.

c. I am unsure if I am a part of the MSU Academic Community.

7a. In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.

8. How do you think others (teachers, classmates, family, or friends) would describe you as a writer? Please explain in a few words.

9. What is your favorite part of writing? (Examples include, but are not limited to: doing research, brainstorming ideas and topics, outlining, revising, and editing.)

10. What is your least favorite part of writing?

11. What type of writing is your favorite? (Examples include, but are not limited to: researched writing, creative writing, and argumentative writing.)

12. How confident are you with academic writing?

    a. Extremely confident

    b. Confident

    c. Neutral

    d. Unconfident

    e. Extremely Unconfident

13. In writing, what are your strengths?

_____

_____

_____

14. In writing, what do you struggle most with?

_____

_____

_____

15. What is your classification?

    a. Freshman

    b. Sophomore

    c. Junior

    d. Senior

    e. Nontraditional

    f. I am unsure of my classification

Appendix B-2: Survey 1 (Start of Term) – Corequisite Sections. The following survey was given to Fall 2017 Corequisite enrolled students at the start of the semester. Data collection methods followed those outlined in the text previously and in the IRB certificate listed in Appendix D.

Student Name: _____

ENG 100 Section/Instructor:_____

1. Why did you take this class? Please circle all that apply. Please rank your choices in order of importance to your decision, with 1 being the most important, and up to 8 being least important (but still part of your choice.)
    a. ____ I was encouraged by a SOAR representative to take this class.
    b. ____ I desired additional assistance when taking ENG 110.
    c. ____ I wanted to complete my general education Writing I requirement in one semester at MSU.
    d. ____ I did not pass ENG 100 or ENG 110.
    e. ____ I was encouraged by my parents to take this class.
    f. ____ It fit into my class schedule.
    g. ____ I was encouraged by my advisor and/or a faculty member to take this class.
    h. ____ Other: _____
2. Which English classes did you take in high school?
    a. Honors Courses
    b. Standard Courses
    c. AP (Advanced Placement) Courses

If you answered C: AP (Advanced Placement) Courses for Question #2, please answer 2a,

2b, and 2c. If not, proceed to Question 3.

2a. If you took AP English, which AP Course did you take?

a. AP Language and Composition

b. AP Literature

c. Both AP Language and Composition and AP Literature

2b. If you took AP English, did you take the exam?

a. Yes, I took the AP Language and Composition Exam.

b. Yes, I took the AP Literature Exam.

c. Yes, I took both the AP Language and Composition Exam and the AP Literature Exam.

d. No, I did not take an AP English Exam.

2c. If you took an AP English exam (as noted in question 2b) what was your score? _____

3. Please rate the following subjects in order of preference (1 being the highest and 5 being the lowest):

_____ Math

_____ Science

_____ History

_____ English

_____ Art

4. Are you a first-generation college student? (i.e., the first person in your family to attend college or university)

a. Yes, I am a first-generation college student.

b. No, I am not a first-generation college student.

c. I am unsure if I am a first-generation college student.

5. What is your declared major with the university?

_____

5a. If you answered "Undeclared" to Question #5, what majors interest you? You may list up to five if you are unsure or still considering.

_____

_____

_____

_____

_____

5b. If you answered with a declared major to Question #5, have you changed your major?

a. Yes

b. No

5c. If you have changed your major, how many times have you changed it? _____

6. Have you taken ENG 100 before?

a. Yes, I have taken ENG 100 before this semester.

b. No, I have not taken ENG 100 before this semester.

6a. If you answered Yes to Question #6, how many times have you taken ENG 100? _____

6b. If you answered Yes to Question #6a, at which institution did you take ENG 100 (or an equivalent)? _____

7. Do you feel like a part of the MSU Academic Community?

a. Yes, I feel like a part of the MSU Academic Community.

b. No, I do not feel like a part of the MSU Academic Community.

c. I am unsure if I am a part of the MSU Academic Community.

7a. In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.

8. How do you think others (teachers, classmates, family, or friends) would describe you as a writer? Please explain in a few words.

9. What is your favorite part of writing? (Examples include, but are not limited to: doing research, brainstorming ideas and topics, outlining, revising, and editing.)

10. What is your least favorite part of writing?

11. What type of writing is your favorite? (Examples include, but are not limited to: researched writing, creative writing, and argumentative writing.)

_____

12. How confident are you with academic writing?

    a. Extremely confident

    b. Confident

    c. Neutral

    d. Unconfident

    e. Extremely Unconfident

13. In writing, what are your strengths?

_____

_____

_____

14. In writing, what do you struggle most with?

_____

_____

_____

15. What is your classification?

    a. Freshman

    b. Sophomore

    c. Junior

    d. Senior

    e. Nontraditional

    f. I am unsure of my classification

Appendix B-3: Survey 2 (Midterm). The following survey was given to all Fall 2017 ENG 100 students at the midterm. Data collection methods followed those outlined in the text previously and in the IRB certificate listed in Appendix D.

Student Name: _____

ENG 100 Section/Instructor:_____

1. Please rate the following subjects in order of preference: Math, Science, History, English, Art

   _____ Math

   _____ Science

   _____ History

   _____ English

   _____ Art

2. What is your declared major with the university? _____

2a. If you answered "Undeclared" to Question #2, what majors interest you? You may list up to five if you are unsure or still considering.

   _____

   _____

   _____

   _____

   _____

2b. If you answered with a declared major to Question #2, have you changed your major?

   a. Yes

   b. No

2c. If you have changed your major, how many times have you changed it? _____

3. Do you feel like a part of the MSU Academic Community?
    a. Yes, I feel like a part of the MSU Academic Community.
    b. No, I do not feel like a part of the MSU Academic Community.
    c. I am unsure if I am a part of the MSU Academic Community.

3a. In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.

_____

_____

_____

_____

4. How do you think others (teachers, classmates, family, or friends) would describe you as a writer? Please explain in a few words.

_____

_____

5. What is your favorite part of writing?

_____

_____

6. What is your least favorite part of writing?

_____

_____

7. How does your writing compare to your classmates' writing?

_____

_____

8. How confident are you with academic writing?
    a. Extremely confident
    b. Confident
    c. Neutral
    d. Unconfident
    e. Extremely Unconfident
9. In writing, what are your strengths?

    _____

    _____

10. In writing, what do you struggle most with?

    _____

    _____

11. Has this class (ENG 100) changed how you write?
    a. Yes, this class has changed how I write.
    b. No, this class has not changed how I write.
    c. I am unsure if this class has changed how I write.
12. Do you feel prepared to write for your other classes at MSU?
    a. Yes, I feel prepared to write in my other classes.
    b. No, I do not feel prepared to write in my other classes.
    c. I feel somewhat prepared to write in my other classes.
    d. I am unsure if I am prepared to write in my other classes.
13. Did you take ENG 110 (or an equivalent) as a dual-credit or dual-enrollment course during your time in high school?

a. Yes, I took ENG 110 in high school for dual credit.

b. No, I did not take ENG 110 in high school for dual credit.

c. I am unsure if I took ENG 110 in high school for dual credit.

13a. If you answered yes to Question #13, did you pass the course?

a. Yes, I passed the ENG 110 dual credit course.

b. No, I did not pass the ENG 110 dual credit course.

c. I am unsure if I passed the ENG 110 dual credit course.

13b. If you answered yes to Question #13a, did the credit transfer to Missouri State University?

a. Yes, the credit for ENG 110 dual credit transferred to MSU.

b. No, the credit for ENG 110 dual credit did not transfer to MSU.

c. I am unsure if the credit for ENG 110 transferred to MSU.

Appendix B-4: Survey 3 (End of Term). The following survey was given to all Fall 2017 ENG 100 students at the end of the semester. Data collection methods followed those outlined in the text previously and in the IRB certificate listed in Appendix D.

Student Name: _____

ENG 100 Section/Instructor:_____

1. Please rate the following subjects in order of preference (1 being the highest and 5 being the lowest):

   _____ Math

   _____ Science

   _____ History

   _____ English

   _____ Art

2. What is your declared major with the university? _____

2a. If you answered "Undeclared" to Question #2, what majors interest you? You may list up to five if you are unsure or still considering.

   _____

   _____

   _____

   _____

   _____

2b. If you answered with a declared major to Question #2, have you changed your major?

   a. Yes

   b. No

2c. If you have changed your major, how many times have you changed it? _____

2d. Did your experience in ENG 100 influence your choice of major? _____

3. Do you feel like a part of the MSU Academic Community?

    a. Yes, I feel like a part of the MSU Academic Community.

    b. No, I do not feel like a part of the MSU Academic Community.

    c. I am unsure if I am a part of the MSU Academic Community.

3a. In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.

_____

_____

_____

_____

_____

4. How do you think others (teachers, classmates, family, or friends) would describe you as a writer? Please explain in a few words.

_____

_____

5. What is your favorite part of writing?

_____

_____

6. What is your least favorite part of writing?

_____

_____

7. How does your writing compare to your classmates' writing?

_____

_____

8. How confident are you with academic writing?
    a. Extremely confident
    b. Confident
    c. Neutral
    d. Unconfident
    e. Extremely Unconfident
9. In writing, what are your strengths?

_____

_____

10. In writing, what do you struggle most with?

_____

_____

11. Has this class (ENG 100) changed how you write?
    a. Yes, this class has changed how I write.
    b. No, this class has not changed how I write.
    c. I am unsure if this class has changed how I write.
12. Do you feel prepared to write for your other classes at MSU?
    a. Yes, I feel prepared to write in my other classes.
    b. No, I do not feel prepared to write in my other classes.
    c. I feel somewhat prepared to write in my other classes.

d. I am unsure if I am prepared to write in my other classes.

13. Will you be returning to Missouri State University next semester?

a. Yes, I will be returning to MSU next semester.

b. No, I will not be returning to MSU next semester.

c. I prefer not to answer.

13a. If you answered (b) – No to Question #13, why will you not be returning to MSU next semester? _____

Appendix C: 2018 Survey Documents

As noted in Appendix A, I modified my IRB study to continue collecting additional data in Fall 2018. Initial analysis of data left me with additional questions. This time also allowed me to reflect on issues with the initial survey. Students in Fall 2017 had struggled with instructions on some questions, and some questions had proven either redundant or unrelated to the scope of my project upon closer examination. As a result of these reflections and to also collect different kinds of data for assisting administration, I modified the survey protocol for Fall 2018. Many core questions remained, as well as the differences in Question 1 for prerequisite and corequisite students. A few new questions were added to collect new demographic information, and the Midterm and End-of-Term surveys were omitted altogether. In the Fall 2017 protocol I had intended to complete longitudinal analysis, but fluctuations in student attendance on Survey days made this more complicated.

Appendix C-1 is the survey given at the beginning of term to students enrolled in four prerequisite sections. Appendix C-2 is the survey given to students enrolled in the three available corequisite sections. As in the Fall 2017 protocol, students were not told they were receiving a different survey dependent on their enrollment. Students were given informed consent and signed consent forms were collected for all participants.

Appendix C-1: Prerequisite Sections Survey. The following survey was given to Fall 2018 ENG 100 prerequisite enrolled students at the start of the semester. Data collection methods followed those outlined in the text previously and in the IRB certificate listed in Appendix D.

Student Name: _____ENG 100 Section/Instructor:_____

1. Why did you take this class? Please select all that apply.

    ____ I was encouraged by a SOAR representative to take this class.

    ____ I did not want to take both ENG 100 and ENG 110 at the same time.

    ____ I wanted to work on my writing skills before taking ENG 110.

    ____ I was encouraged by my parents to take this class.

    ____ The course was required.

    ____ It fit into my class schedule.

    ____ I was encouraged by my advisor and/or a faculty member to take this class.

    ____ Other: _____

2. Which English classes did you take in high school?

    a. Honors Courses

    b. Standard Courses

    c. AP (Advanced Placement) Courses

    d. Dual Credit Courses (or equivalent of ENG 110)

    e. Did not attend High School in United States

    f. Other _____

If you answered C: AP (Advanced Placement) Courses for Question #2, please answer 2a, 2b, and 2c. If not, proceed to Question 3.

If you answered D: Dual Credit Courses for Question #2, please answer 2d. If not, proceed to Question 3.

2a. If you took AP English, which AP Course did you take? Select all that apply.

a. AP Language and Composition
b. AP Literature and Composition
c. Both AP Language and Composition and AP Literature and Composition

2b. If you took AP English, did you take the exam?

a. Yes, I took the AP Language and Composition Exam.
b. Yes, I took the AP Literature and Composition Exam.
c. Yes, I took both the AP Language and Composition Exam and the AP Literature and Composition Exam.
d. No, I did not take an AP English Exam.

2c. If you took an AP English exam (as noted in question 2b) what was your score? _____

2d. If you took a dual credit English course, please indicate any that apply:

a. Yes, I passed the ENG 110 dual credit course and the credit transferred to MSU.
b. Yes, I passed the ENG 110 dual credit course, but the cost of the course was not covered.
c. Yes, I passed the ENG 110 dual credit course, but test scores placed me in this course.
d. No, I did not pass the ENG 110 dual credit course.
e. I am unsure if I passed the ENG 110 dual credit course.

3. In what ways has your family influenced your decision to attend college?

_____

_____

_____

_____

_____

4. Are you a first-generation college student? (i.e., the first person in your family to attend college or university)
    a. Yes, I am a first-generation college student.
    b. No, I am not a first-generation college student.
    c. I am unsure if I am a first-generation college student.
5. Have you declared a major with the university, or are you undeclared?

    _____

6. Have you taken ENG 100 before?
    a. Yes, I have taken ENG 100 before this semester.
    b. No, I have not taken ENG 100 before this semester.

6a. If you answered Yes to Question #6, at which institution did you take ENG 100 (or an equivalent)? _____

7. Do you feel like a part of the MSU Academic Community?
    a. Yes, I feel like a part of the MSU Academic Community.
    b. No, I do not feel like a part of the MSU Academic Community.
    c. I am unsure if I am a part of the MSU Academic Community.

7a. In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.

    _____

8. What have previous teachers said about your writing?

9. Do you believe writing can improve with practice? YesorNo

10. In what way has your family encouraged writing?

11. What type of writing is your favorite?

12. How confident are you with academic writing?

13. In writing, what do you struggle most with?

14. In writing, what are your strengths?

_____

_____

15. What is your classification?

a. Freshman

b. Sophomore

c. Junior

d. Senior

e. Nontraditional

f. I am unsure of my classification

16. Are you a military veteran? Yes or No

16a. If you answered YES to question #16, are you active duty? Yes orNo

17. Do you believe that some people are naturally better writers? Yes or No

18. What makes an effective piece of writing?

_____

_____

_____

_____

_____

Appendix C-2: Corequisite Sections Survey. The following survey was given to Fall 2018 ENG 100 corequisite enrolled students at the start of the semester. Data collection methods followed those outlined in the text previously and in the IRB certificate listed in Appendix D.

Student Name: _____ENG 100 Section/Instructor:_____

1. Why did you take this class? Please select all that apply.

    ____ I was encouraged by a SOAR representative to take this class.

    ____ I desired additional assistance when taking ENG 110.

    ____ I wanted to complete my general education Writing I requirement in one semester at MSU.

    ____ I did not pass ENG 100 or ENG 110.

    ____ I was encouraged by my parents to take this class.

    ____ It fit into my class schedule.

    ____ I was encouraged by my advisor and/or a faculty member to take this class.

    ____ Other: _____

2. Which English classes did you take in high school?

    a. Honors Courses

    b. Standard Courses

    c. AP (Advanced Placement) Courses

    d. Dual Credit Courses (or equivalent of ENG 110)

    e. Did not attend High School in United States

    f. Other _____

If you answered C: AP (Advanced Placement) Courses for Question #2, please answer 2a, 2b, and 2c. If not, proceed to Question 3.

If you answered D: Dual Credit Courses for Question #2, please answer 2d. If not, proceed to Question 3.

2a. If you took AP English, which AP Course did you take? Select all that apply.

a. AP Language and Composition
b. AP Literature and Composition
c. Both AP Language and Composition and AP Literature and Composition

2b. If you took AP English, did you take the exam?

a. Yes, I took the AP Language and Composition Exam.
b. Yes, I took the AP Literature and Composition Exam.
c. Yes, I took both the AP Language and Composition Exam and the AP Literature and Composition Exam.
d. No, I did not take an AP English Exam.

2c. If you took an AP English exam (as noted in question 2b) what was your score? _____

2d. If you took a dual credit English course, please indicate any that apply:

a. Yes, I passed the ENG 110 dual credit course and the credit transferred to MSU.
b. Yes, I passed the ENG 110 dual credit course, but the cost of the course was not covered.
c. Yes, I passed the ENG 110 dual credit course, but test scores placed me in this course.
d. No, I did not pass the ENG 110 dual credit course.
e. I am unsure if I passed the ENG 110 dual credit course.

3. In what ways has your family influenced your decision to attend college?

_____

_____

_____

_____

_____

4. Are you a first-generation college student? (i.e., the first person in your family to attend college or university)
    a. Yes, I am a first-generation college student.
    b. No, I am not a first-generation college student.
    c. I am unsure if I am a first-generation college student.
5. Have you declared a major with the university, or are you undeclared?

    _____

6. Have you taken ENG 100 before?
    a. Yes, I have taken ENG 100 before this semester.
    b. No, I have not taken ENG 100 before this semester.

6a. If you answered Yes to Question #6, at which institution did you take ENG 100 (or an equivalent)? _____

7. Do you feel like a part of the MSU Academic Community?
    a. Yes, I feel like a part of the MSU Academic Community.
    b. No, I do not feel like a part of the MSU Academic Community.
    c. I am unsure if I am a part of the MSU Academic Community.

7a. In a few short sentences, describe why you do or do not feel like a part of the MSU Academic Community. If you are unsure, please describe why.

    _____

8. What have previous teachers said about your writing?

9. Do you believe writing can improve with practice? YesorNo

10. In what way has your family encouraged writing?

11. What type of writing is your favorite?

12. How confident are you with academic writing?

13. In writing, what do you struggle most with?

14. In writing, what are your strengths?

_____

_____

15. What is your classification?

a. Freshman

b. Sophomore

c. Junior

d. Senior

e. Nontraditional

f. I am unsure of my classification

16. Are you a military veteran? Yes or No

16a. If you answered YES to question #16, are you active duty? Yes orNo

17. Do you believe that some people are naturally better writers? Yes or No

18. What makes an effective piece of writing?

_____

_____

_____

_____

_____

Appendix D: MSU Institutional Review Board Approval

Date: 5-12-2019

IRB #: IRB-FY2018-121

Title: "The Gateway in Sight: Students' Perceptions of Writing Skills and Acceptance into the Academic Community in Prerequisite and Co-requisite Classrooms"

Creation Date: 8-29-2017
End Date: 8-1-2019
Status: Approved
Principal Investigator: Margaret Weaver
Review Board: MSU
Sponsor:

Study History

Submission Type Initial	Review Type Expedited	Decision Exempt
Submission Type Modification	Review Type Expedited	Decision Approved
Submission Type Renewal	Review Type Expedited	Decision Approved
Submission Type Modification	Review Type Expedited	Decision Approved

Key Study Contacts

Member Margaret Weaver	Role Principal Investigator	Contact margaretweaver@missouristate.edu
Member Kailyn Hall	Role Primary Contact	Contact kailyn2291@live.missouristate.edu
Member Tracey Glaessgen	Role Co-Principal Investigator	Contact traceyglaessgen@missouristate.edu

Member Kailyn Hall	Role Investigator	Contact kailyn2291@live.missouristate.edu

Initial Submission

1. General Information

1A. What is the full title of the research protocol?

The Gateway in Sight: Students' Perceptions of Writing Skills and Acceptance into the Academic Community in Prerequisite and Co-requisite Classrooms.

1B. Abstract/Summary

Please provide a brief description of the project (no more than a few sentences).

The current and emerging models for ENG 110 require students who underachieve on standardized tests to be placed in an additional writing class, ENG 100, in order to strengthen their writing skills before attempting ENG 110 for credit. An unfortunate byproduct of this system is the potential to stigmatize these students and their skills. This study will examine survey responses from students enrolled in ENG 100 at Missouri State University to determine the students' perception of their place within the academic community at MSU and their skills as a writer, and whether their placement in either a pre-requisite or co-requisite Writing course affects that perception. Students will be given three surveys, one at the beginning of the semester, one at midterm, and one at the end of the semester, to track any changes in their perceptions surrounding their own abilities and place within the academic community.

1C. Who is the Principal Investigator? (This MUST be a faculty or staff member.)

Name: Margaret Weaver
Organization: English
Address: 901 S National Ave , Springfield, MO 65897-0027
Phone: 417-836-5360
Email: margaretweaver@missouristate.edu

1D. Who is the primary study contact?

This person may be the Principal Investigator or someone else (faculty, staff, or student). This person, in addition to the PI, will be included on all correspondence related to this project.

Name: Kailyn Hall
Organization: English
Address: 901, S. National Avenue, Springfield, MO 65897-0027 Phone:
Email: kailyn2291@live.missouristate.edu

1E. Select the Co-Principal Investigator(s).

This MUST be a faculty or staff member. Persons listed as Co-PIs will be required to certify the protocol (in addition to the PI). This person will also be included on all correspondence related to this project.

Select the Investigator(s).

1F. An investigator may be faculty, staff, or student.

Name: Kailyn Hall
Organization: English
Address: 901, S. National Avenue , Springfield, MO
65897-0027 Phone:
Email: kailyn2291@live.missouristate.edu

If you could not locate personnel using the "Find People" button, please request access at Cayuse Logon Request
For additional help, email irb@missouristate.edu.

2. Research Protocol

2A. Describe the proposed project in a manner that allows the IRB to gain a sense of the project including:

- the research questions and objectives, key background literature
- (supportive and contradictory) with references, and the manner in which
- the proposed project will improve the understanding of the chosen topic.

This study will examine survey responses from students enrolled in ENG 100 at Missouri State University in order to determine the students' perception of their place within the academic community at MSU and their skills as a writer, and whether their placement in either a pre-requisite or co-requisite writing course affects that perception. Students will be given three surveys, one at the beginning of the semester, one at midterm, and one at the end of the semester, in order to track any changes in their perceptions surrounding their own abilities and place within the academic community.

William Lalicker, in "A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives," establishes the traditional models for structuring the Basic Writing Classroom. Missouri State University had, until January of 2017, predominantly ascribed to the most popular model, the "baseline" or prerequisite model. Lalicker published in 1999, prior to the Complete College America studies on students in this model and how it has the potential to affect their trajectory in the academic community. Complete College America, supported by the Gates Foundation, promotes the restructuring of courses in English and Mathematics to counteract some of the negative effects inadvertently caused by classroom models such as the prerequisite. The study found that the prerequisite model can have a

negative impact on student matriculation when they are hampered by taking and retaking gateway courses, especially in English and Mathematics, courses which are required for their graduation.

Statistics aside, a stigma exists within the Basic Writing classroom, and the prerequisite model has the positioning to sustain it. Students are placed in ENG 100 (MSU's prerequisite writing class) based on poor ACT performance. Some self-elect to take the class for more writing support, but this does not account for the majority of the group. Students who do not pass ENG 100 are not eligible to take the required General Education course ENG 110. Lisa Delpit, in The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, discusses what she calls a "culture of power." As members of the academic community, teachers are inherently aware of the cultural expectations surrounding university life. Students however, especially those who are placed in a stigmatized classroom, may not have that situational awareness. Students who do not meet a university's expectations or who do not adapt to life at the university often do not matriculate. Understanding the students' perceptions of their place within the academic community, within that culture of power, is necessary in identifying possible needs within in the classroom.

Due to the required transition to the Co-requisite model from the Prerequisite model, the department is attempting to acquire a better understanding of the students who are required to take ENG 100, outside of simply reducing them to a test score for placement. If we can better understand the needs of these students and how they perceive themselves as writers, the resulting ENG 100/ENG 110 Co-requisite Course can be constructed in a way to meet those needs and further assist in bringing these students into our Academic Community.

2B. Check all research activities that apply:

Audio, video, digital, or image recordings
Biohazards (e.g., rDNA, infectious agents, select agents, toxins)
Biological sampling (other than blood)
Blood drawing
Class Protocol (or Program or Umbrella Protocol)
✔ Data, not publicly available
Data, publicly available
Deception
Devices
Diet, exercise, or sleep modifications
Drugs or biologics
Focus groups
Internet or email data collection
Materials that may be considered sensitive, offensive, threatening, or degrading
Non-invasive medical procedures

Observation of participants
Oral history
Placebo
Record review
Specimen research
Surgical procedures
Surveys, questionnaires, or interviews (one-on-one)
✔ Surveys, questionnaires, or interviews (group)
Other

2C. Describe the procedures and methods planned for carrying out the study. Make sure to include the following:

- site selection,
- the procedures used to gain permission to carry out research at the selected site(s), data collection procedures, and an overview of the
- manner in which data will be analyzed.
- Provide all information necessary for the IRB to be clear about all of the contact human participants will have with the project.

I. General Progression of Research:

a. This data collection will conclude by December of 2017. The results from the data will be examined through Spring and Summer of 2018, culminating in a thesis project.

II. How informed consent will be obtained/addressed:

a. Each student will be given a letter of informed consent to sign, as well as the opportunity to ask any questions about the study.

III. Description of setting in which data is obtained:

a. Each student will be given three surveys over the course of the semester. The surveys will be distributed by the Primary Contact of the study. One survey will be given at the beginning of the semester, one at midterm, and one at the end of the semester. Each survey will take about ten minutes, and students in the classroom who have declined to participate will be encouraged to work on other items for the class.

IV. How data will be kept secure and confidential:

a. Each student in the study will be assigned a number, and those numbers will be used to collate their three surveys. The list of numbers will be kept separate from the data surveys. The surveys and collated data will be stored in a locked filing cabinet and/or a password-protected personal computer.

V. Name and description of data gathering tool:

a. Data will be collected via surveys distributed to the students.

VI. HIPAA considerations/procedures:

a. Not applicable for this study.

VII. Data disposition when the study is completed:

a. The data collected (surveys and results) and all letters of informed consent (from students and instructors) will be kept in a secure filing cabinet and a password-protected personal computer.

VIII. How resulting information will be used/disseminated/shared:

a. Data will be analyzed and the results will inform a master's thesis, as well as possible publication or presentation at an academic conference.

2D. Attach surveys, questionnaires, and other social-behavioral measurement tools, if applicable.

IRB Proposal -The Gateway in Sight - KSH - Survey Questionnaires.pdf

3. Participants

3A. Specify the participant population(s). Check all that apply.

- ✔ Adults
- Children (<18 years)
- Adults with decisional impairment
- Non-English speaking
- Student research pools (e.g. psychology)
- Pregnant women or fetuses
- Prisoners
- Unknown (e.g., secondary use of data/specimens, non-targeted surveys, program/class/umbrella protocols)

3B. Specify the age(s) of the individuals who may participate in the research.

College Age

3C. Describe the characteristics of the proposed participants, and explain how the nature of the research requires/justifies their inclusion.

The participants will be students enrolled in 8 sections of ENG 100. 4 sections of the class are designed as a Pre-Requisite course to ENG 110, and 4 sections are designed as a Co-Requisite with ENG 110. Students will range in demographics. Their inclusion in the study is based upon their enrollment in ENG 100. Placement in ENG 100 is determined by external test scores (e.g. ACT scores). However, students who qualify for the gateway course (ENG 110) may choose to enroll in ENG 100 voluntarily.

3D. Provide the total number of participants (or number of participant records, specimens, . etc.) for whom you are seeking Missouri State IRB approval.

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3F. Estimate the time required from each participant, including individual interactions, total time commitment, and long-term follow-up, if any.

Each of the three surveys will take approximately ten minutes to complete, for a total of approximately thirty minutes over the course of the full semester. One will be administered near the beginning of the semester, one near midterm, and another at the end of the semester. The data collection will conclude in December of 2017.

3G. Describe how potential participants will be identified (e.g., advertising, individuals known to investigator, record review, etc.). Explain how investigator(s) will gain access to this population, as applicable.

The students eligible for the study are chosen due to their enrollment in the Fall 2017 sections of ENG 100 at Missouri State University. Each student will be given the option to participate in the study, and participation is voluntary.

3H. Describe the recruitment process; including the setting in which recruitment will take place. Provide copies of proposed recruitment materials (e.g., ads, flyers, website postings, recruitment letters, and oral/written scripts).

The researcher will speak directly to each of the eight sections of ENG 100. The students in each section will be given a letter of informed consent to sign, as well as the opportunity to ask questions about the study.

3H.1.Attach recruitment materials, if applicable.

3I. Will participants receive compensation or other incentives (e.g., free services, cash payments, gift certificates, parking, classroom credit, travel reimbursement, etc.) to participate in the research study?

Yes
✔ No

4. Informed Consent

4A. From the list below, indicate how consent will be obtained for this study. Check all that

apply.

✔ Written/signed consent by the subject
Written/signed consent (permission) for a minor by a Parent or Legal Guardian
Written/signed consent by a Legally Authorized Representative (for adults incapable of consenting).
Request for Waiver of Documentation of Consent (e.g. Verbal Consent, Anonymous Surveys, etc.)
Waiver of parental permission
Consent will not be obtained from subjects (Waiver of Consent)

4B. Describe the consent process including where and by whom the subjects will be approached, the plans to ensure the privacy of the subjects and the measures to ensure that subjects understand the nature of the study, its procedures, risks and benefits and that they freely grant their consent.

The students will be given a letter of informed consent to sign, as well as the opportunity to ask questions about the study. The instructors of each section will also be given a letter of informed consent to sign and an opportunity to ask questions.

4B.1 Attach all copies of informed consent documents (written or verbal) that will be used for this study.

IRB Proposal -The Gateway in Sight - KSH - Informed Consent.pdf
Sample documents: Informed Consent Examples

4B.2 Attach all copies of assent documents that will be used for this study, if applicable.

Sample documents: Assent Examples

5. Risks and Benefits

5A. Describe all reasonably expected risks, harms, and/or discomforts that may apply to the research. Discuss severity and likelihood of occurrence. Consider the range of risks - physical, psychological, social, legal, and economic.

There is no risk to participants. The only potential risk is the loss of confidentiality if the data collected is not stored properly, and if the data is linked to individual students without using proper procedures to anonymize them.

5B. Describe the steps that will be taken to minimize risks and the likelihood of harm.

Signed informed consent letters and data surveys will be assigned a coded number to identify the students. Informed consent letters will only be handled by the researcher and will be stored in a secure filing cabinet and a password-protected computer.

5C. List the potential benefits that participants may expect as a result of this research study. State if there are no direct benefits to individual participants.

There will be no direct benefit to participants.

5D. Describe any potential indirect benefits to future subjects, science, and society.

Participation may benefit students indirectly through increasing knowledge about how students perceive their place in ENG 100, allowing for potential curricular changes to the class.

5E. Discuss how risks to participants are reasonable when compared to the anticipated benefits to participants (if any) and the importance of the knowledge that may reasonably be expected to result.

There is no risk to participants. The knowledge that will be gained will allow for pedagogical advancements for future writing classrooms.

6. Data Collection

Missouri State University is committed to keeping data and information secure. Please review the Missouri State Information Security policies. Discuss your project with the MSU Information Security Office or your College's IT support staff if you have questions about how to handle your data appropriately.

6A. Statement of Principal Investigator Responsibility for Data
The principal investigator of this study is responsible for the storage, oversight, and disposal of all data associated with this study. Data will not be disseminated without the explicit approval of the principal investigator, and identifying information associated with the data will not be shared.

By checking this box, all personnel associated with this study understand and agree to the Statement of Principal Investigator Responsibility for Data.

✔

6B. How will the data for this study be collect/stored?
Check all that apply.

✔ Electronic storage format

✔ On paper

6C. Describe where the data will be stored (e.g., paper forms, flash drives or removeable media, desktop or laptop computer, server, research storage area network, external source).

The data surveys will be collected and kept by the researcher and will be stored in a locked filing cabinet and/or a password-protected personal computer.

6D. Describe the plan to protect the confidentiality of records (e.g., locked office, locked file cabinet, password-protected computer or files, encrypted data files, database limited to coded data, master list stored in separate location).

Student participants will be assigned a number after the letters of informed consent have been collected. These numbers will be used to collate the surveys the students fill out. The data surveys will be collected and kept by the researcher, and will be stored in a locked filing cabinet and/or a password-protected personal computer.

6E. Describe how data will be disposed of and when disposal will occur.

The letters of informed consent (from both students and instructors) and the data collected will be stored in a secure filing cabinet and/or a password-protected personal computer. Upon conclusion of the project, data will be securely and confidentially shredded

7. Funding

7A. Is this study externally funded? For example, this research is funded by a source outside Missouri State; a federal agency, non-profit organization, etc.

Yes

✔ No

7B. Potentially (this study is being submitted for funding, but has not yet been awarded) Is this study internally funded? For example, this research is funded by a source inside Missouri State; departmental funds, the Graduate College, etc.

Yes

✔ No
Potentially (this study is being submitted for funding, but has not yet been awarded)

8. HIPAA

8A. Does your study contain protected health information (PHI)? PHI is any information in a medical record or designated record set that can be used to identify an individual and that was created, used, or disclosed in the course of providing a a health care service, such as a diagnosis or treatment.

Yes
✔ No

9. Supporting Documentation

9A. Human Subjects Training Certificates

Attach human subjects training certificates for all listed personnel. To access your training documents, please go to CITI Training.

IRB Completion Report - KSHall.pdf

9B. HIPAA Training Certificates

Attach HIPAA training certificates for all listed personnel, if applicable. To get more information about HIPAA training and/or to access your training documents, please go to HIPAA Information for Researchers.
Informed Consent Documents

9C. Attach all copies of informed consent documents (written or verbal) that will be used for this study.

IRB Proposal -The Gateway in Sight - KSH - Informed Consent.pdf
Sample documents: Informed Consent Examples

9D. Assent Documents
Attach all copies of assent documents (written or verbal) that will be used for this study.
Sample documents: Assent Examples

9E. Recruitment Tools

Attach copies of proposed recruitment tools.

9F. Surveys/Questionnaires/Other Social-Behavioral Measurement Tools

Attach surveys, questionnaires, and other social-behavioral measurement tools.

IRB Proposal -The Gateway in Sight - KSH - Survey Questionnaires.pdf

9G. Other Documents

Attach any other documents that have not been specified in previous questions, but are needed for IRB review.

10. Additional Information

10A. Would you like to add additional information?

Yes

✔ No

Modification Submission.

Modification Summary

Please make changes to the original protocol sections below. In addition, provide a summary of the changes by completing the questions on this page.

A. To which of the following aspects of research does this modification request apply? Check all that apply.

Change in personnel

Research design

Risks to participants or others in relation to anticipated benefits

Participant selection or recruitment process

Consent process and/or compensation

Methods for documenting consent

✔ Change in supporting documentation or attachments

Potential willingness of research participants to continue to take part in this study

Monitoring of the data being collected

Privacy of the research participants and/or confidentiality of research participants' data

Other

B. Please provide a brief rationale for each of the changes being requested.

Due to new factors that have come to light, we have decided to add a demographics based question to Survey #2, which has not yet been administered. I have contacted Joseph Hulgus about this change and received a preliminary go ahead. The question poses no additional risk to participants, but addresses a piece of demographic information we hope to collect. I have attached a document with the revised 2nd survey, as well as a PDF of the correspondence with Dr. Hulgus.

1. General Information

1A. What is the full title of the research protocol?

The Gateway in Sight: Students' Perceptions of Writing Skills and Acceptance into the Academic Community in Prerequisite and Co-requisite Classrooms.

1B. Abstract/Summary

Please provide a brief description of the project (no more than a few sentences).

The current and emerging models for ENG 110 require students who underachieve on standardized tests to be placed in an additional writing class, ENG 100, in order to strengthen their writing skills before attempting ENG 110 for credit. An unfortunate byproduct of this system is the potential to stigmatize these students and their skills. This study will examine survey responses from students enrolled in ENG 100 at Missouri State University to determine the students' perception of their place within the academic community at MSU and their skills as a writer, and whether their placement in either a pre-requisite or co-requisite Writing course affects that perception. Students will be given three surveys, one at the beginning of the semester, one at midterm, and one at the end of the semester, to track any changes in their perceptions surrounding their own abilities and place within the academic community.

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Name: Margaret Weaver
Organization: English
Address: 901 S National Ave , Springfield, MO 65897-0027
Phone: 417-836-5360
Email: margaretweaver@missouristate.edu

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related to this project.

Name: Kailyn Hall
Organization: English
Address: 901, S. National Avenue, Springfield, MO 65897-0027 Phone:
Email: kailyn2291@live.missouristate.edu

1E. Select the Co-Principal Investigator(s).

This MUST be a faculty or staff member. Persons listed as Co-PIs will be required to certify the protocol (in addition to the PI). This person will also be included on all correspondence related to this project.

Select the Investigator(s).

1F. An investigator may be faculty, staff, or student.

Name: Kailyn Hall
Organization: English
Address: 901, S. National Avenue , Springfield, MO
65897-0027 Phone:
Email: kailyn2291@live.missouristate.edu

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2. Research Protocol

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- the proposed project will improve the understanding of the chosen topic.

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model. Lalicker published in 1999, prior to the Complete College America studies on students in this model and how it has the potential to affect their trajectory in the academic community. Complete College America, supported by the Gates Foundation, promotes the restructuring of courses in English and Mathematics to counteract some of the negative effects inadvertently caused by classroom models such as the prerequisite. The study found that the prerequisite model can have a negative impact on student matriculation when they are hampered by taking and retaking gateway courses, especially in English and Mathematics, courses which are required for their graduation.

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Due to the required transition to the Co-requisite model from the Prerequisite model, the department is attempting to acquire a better understanding of the students who are required to take ENG 100, outside of simply reducing them to a test score for placement. If we can better understand the needs of these students and how they perceive themselves as writers, the resulting ENG 100/ENG 110 Co-requisite Course can be constructed in a way to meet those needs and further assist in bringing these students into our Academic Community.

2B. Check all research activities that apply:

Audio, video, digital, or image recordings
Biohazards (e.g., rDNA, infectious agents, select agents, toxins)
Biological sampling (other than blood)
Blood drawing
Class Protocol (or Program or Umbrella Protocol)
✔ Data, not publicly available
Data, publicly available
Deception
Devices
Diet, exercise, or sleep modifications

Drugs or biologics
Focus groups
Internet or email data collection
Materials that may be considered sensitive, offensive, threatening, or degrading
Non-invasive medical procedures
Observation of participants
Oral history
Placebo
Record review
Specimen research
Surgical procedures
Surveys, questionnaires, or interviews (one-on-one)
✔ Surveys, questionnaires, or interviews (group)
Other

2C. Describe the procedures and methods planned for carrying out the study. Make sure to include the following:

- site selection,
- the procedures used to gain permission to carry out research at the selected site(s), data collection procedures, and an overview of the
- manner in which data will be analyzed.
- Provide all information necessary for the IRB to be clear about all of the contact human participants will have with the project.

I. General Progression of Research:

a. This data collection will conclude by December of 2017. The results from the data will be examined through Spring and Summer of 2018, culminating in a thesis project.

II. How informed consent will be obtained/addressed:

a. Each student will be given a letter of informed consent to sign, as well as the opportunity to ask any questions about the study.

III. Description of setting in which data is obtained:

a. Each student will be given three surveys over the course of the semester. The surveys will be distributed by the Primary Contact of the study. One survey will be given at the beginning of the semester, one at midterm, and one at the end of the semester. Each survey will take about ten minutes, and students in the classroom who have declined to participate will be encouraged to work on other items for the class.

IV. How data will be kept secure and confidential:

a. Each student in the study will be assigned a number, and those numbers will be used to collate their three surveys. The list of numbers will be kept separate from the data surveys. The surveys and collated data will be stored in

a locked filing cabinet and/or a password-protected personal computer.

V. Name and description of data gathering tool:

a. Data will be collected via surveys distributed to the students.

VI. HIPAA considerations/procedures:

a. Not applicable for this study.

VII. Data disposition when the study is completed:

a. The data collected (surveys and results) and all letters of informed consent (from students and instructors) will be kept in a secure filing cabinet and a password-protected personal computer.

VIII. How resulting information will be used/disseminated/shared:

a. Data will be analyzed and the results will inform a master's thesis, as well as possible publication or presentation at an academic conference.

2D. Attach surveys, questionnaires, and other social-behavioral measurement tools, if applicable.

IRB Proposal -The Gateway in Sight - KSH - Survey Questionnaires.pdf
Survey 2 - GiS - Revised 10-12-17.pdf

3. Participants

3A. Specify the participant population(s). Check all that apply.

- ✔ Adults
- Children (<18 years)
- Adults with decisional impairment
- Non-English speaking
- Student research pools (e.g. psychology)
- Pregnant women or fetuses
- Prisoners
- Unknown (e.g., secondary use of data/specimens, non-targeted surveys, program/class/umbrella protocols)

3B. Specify the age(s) of the individuals who may participate in the research.

College Age

3C. Describe the characteristics of the proposed participants, and explain how the nature of the research requires/justifies their inclusion.

The participants will be students enrolled in 8 sections of ENG 100. 4 sections of the class are designed as a Pre-Requisite course to ENG 110, and 4 sections are designed as a Co-Requisite with ENG 110. Students will range in demographics. Their inclusion in the study is based upon their enrollment in ENG 100. Placement in ENG 100 is determined by external test scores (e.g. ACT scores). However, students who qualify for the gateway course (ENG 110) may choose to enroll in ENG 100 voluntarily.

3D. Provide the total number of participants (or number of participant records, specimens, . etc.) for whom you are seeking Missouri State IRB approval.

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3F. Estimate the time required from each participant, including individual interactions, total time commitment, and long-term follow-up, if any.

Each of the three surveys will take approximately ten minutes to complete, for a total of approximately thirty minutes over the course of the full semester. One will be administered near the beginning of the semester, one near midterm, and another at the end of the semester. The data collection will conclude in December of 2017.

3G. Describe how potential participants will be identified (e.g., advertising, individuals known to investigator, record review, etc.). Explain how investigator(s) will gain access to this population, as applicable.

The students eligible for the study are chosen due to their enrollment in the Fall 2017 sections of ENG 100 at Missouri State University. Each student will be given the option to participate in the study, and participation is voluntary.

3H. Describe the recruitment process; including the setting in which recruitment will take place. Provide copies of proposed recruitment materials (e.g., ads, flyers, website postings, recruitment letters, and oral/written scripts).

The researcher will speak directly to each of the eight sections of ENG 100. The students in each section will be given a letter of informed consent to sign, as well as the opportunity to ask questions about the study.

3H.1.Attach recruitment materials, if applicable.

3I. Will participants receive compensation or other incentives (e.g., free services, cash payments, gift certificates, parking, classroom credit, travel reimbursement, etc.) to participate in the research study?

Yes
✔ No

4. Informed Consent

4A. From the list below, indicate how consent will be obtained for this study. Check all that apply.

✔ Written/signed consent by the subject
Written/signed consent (permission) for a minor by a Parent or Legal Guardian
Written/signed consent by a Legally Authorized Representative (for adults incapable of consenting).
Request for Waiver of Documentation of Consent (e.g. Verbal Consent, Anonymous Surveys, etc.)
Waiver of parental permission
Consent will not be obtained from subjects (Waiver of Consent)

4B. Describe the consent process including where and by whom the subjects will be approached, the plans to ensure the privacy of the subjects and the measures to ensure that subjects understand the nature of the study, its procedures, risks and benefits and that they freely grant their consent.

The students will be given a letter of informed consent to sign, as well as the opportunity to ask questions about the study. The instructors of each section will also be given a letter of informed consent to sign and an opportunity to ask questions.

4B.1 Attach all copies of informed consent documents (written or verbal) that will be used for this study.

IRB Proposal -The Gateway in Sight - KSH - Informed Consent.pdf
Sample documents: Informed Consent Examples

4B.2 Attach all copies of assent documents that will be used for this study, if applicable.

Sample documents: Assent Examples

5. Risks and Benefits

5A. Describe all reasonably expected risks, harms, and/or discomforts that may apply to the research. Discuss severity and likelihood of occurrence. Consider the range of risks - physical, psychological, social, legal, and economic.

There is no risk to participants. The only potential risk is the loss of confidentiality if the data collected is not stored properly, and if the data is linked to individual students without using proper procedures to anonymize them.

5B. Describe the steps that will be taken to minimize risks and the likelihood of harm.

Signed informed consent letters and data surveys will be assigned a coded number to identify the students. Informed consent letters will only be handled by the researcher and will be stored in a secure filing cabinet and a password-protected computer.

5C. List the potential benefits that participants may expect as a result of this research study. State if there are no direct benefits to individual participants.

There will be no direct benefit to participants.

5D. Describe any potential indirect benefits to future subjects, science, and society.

Participation may benefit students indirectly through increasing knowledge about how students perceive their place in ENG 100, allowing for potential curricular changes to the class.

5E. Discuss how risks to participants are reasonable when compared to the anticipated benefits to participants (if any) and the importance of the knowledge that may reasonably be expected to result.

There is no risk to participants. The knowledge that will be gained will allow for pedagogical advancements for future writing classrooms.

6. Data Collection

Missouri State University is committed to keeping data and information secure. Please review the Missouri State Information Security policies. Discuss your project with the MSU Information Security Office or your College's IT support staff if you have questions about how to handle your data appropriately.

6A. Statement of Principal Investigator Responsibility for Data
The principal investigator of this study is responsible for the storage, oversight, and disposal of all data associated with this study. Data will not be disseminated without the explicit approval of the principal investigator, and identifying information associated with the data will not be shared.

By checking this box, all personnel associated with this study understand and agree to the Statement of Principal Investigator Responsibility for Data.

✔

6B. How will the data for this study be collect/stored?

Check all that apply.

✔ Electronic storage format

✔ On paper

6C. Describe where the data will be stored (e.g., paper forms, flash drives or removeable media, desktop or laptop computer, server, research storage area network, external source).

The data surveys will be collected and kept by the researcher and will be stored in a locked filing cabinet and/or a password-protected personal computer.

6D. Describe the plan to protect the confidentiality of records (e.g., locked office, locked file cabinet, password-protected computer or files, encrypted data files, database limited to coded data, master list stored in separate location).

Student participants will be assigned a number after the letters of informed consent have been collected. These numbers will be used to collate the surveys the students fill out. The data surveys will be collected and kept by the researcher, and will be stored in a locked filing cabinet and/or a password-protected personal computer.

6E. Describe how data will be disposed of and when disposal will occur.

The letters of informed consent (from both students and instructors) and the data collected will be stored in a secure filing cabinet and/or a password-protected personal computer. Upon conclusion of the project, data will be securely and confidentially shredded

7. Funding

7A. Is this study externally funded? For example, this research is funded by a source outside Missouri State; a federal agency, non-profit organization, etc.

Yes

✔ No

7B. Potentially (this study is being submitted for funding, but has not yet been awarded) Is this study internally funded? For example, this research is funded by a source inside Missouri State; departmental funds, the Graduate College, etc.

Yes
✔ No
Potentially (this study is being submitted for funding, but has not yet been awarded)

8. HIPAA

8A. Does your study contain protected health information (PHI)? PHI is any information in a medical record or designated record set that can be used to identify an individual and that was created, used, or disclosed in the course of providing a a health care service, such as a diagnosis or treatment.

Yes
✔ No

9. Supporting Documentation

9A. Human Subjects Training Certificates

Attach human subjects training certificates for all listed personnel. To access your training documents, please go to CITI Training.

IRB Completion Report - KSHall.pdf

9B. HIPAA Training Certificates

Attach HIPAA training certificates for all listed personnel, if applicable. To get more information about HIPAA training and/or to access your training documents, please go to HIPAA Information for Researchers.
Informed Consent Documents

9C. Attach all copies of informed consent documents (written or verbal) that will be used for this study.

IRB Proposal -The Gateway in Sight - KSH - Informed Consent.pdf
Sample documents: Informed Consent Examples

9D. Assent Documents

Attach all copies of assent documents (written or verbal) that will be used for this study.
Sample documents: Assent Examples

9E. Recruitment Tools

Attach copies of proposed recruitment tools.

9F. Surveys/Questionnaires/Other Social-Behavioral Measurement Tools

Attach surveys, questionnaires, and other social-behavioral measurement tools.

IRB Proposal -The Gateway in Sight - KSH - Survey Questionnaires.pdf
Survey 2 - GiS - Revised 10-12-17.pdf

9G. Other Documents

Attach any other documents that have not been specified in previous questions, but are needed for IRB review.

Regarding Revision to a Study - Correspondence with Joseph Hulgus.pdf

10. Additional Information

10A. Would you like to add additional information?

Yes
✔ No

Renewal Submission.

1 Project Status

This Renewal Request is intended to continue your previously approved study for an additional period of time, if approved. Any modifications to the research study must be submitted via a Modification Request.

1A. Indicate the current status of the research:

Research has not yet started at any location
Research is open to accrual of new participants (for specimen/data only research, the collection of new specimens or records is ongoing)
Closed to accrual: accrual is temporarily on hold
Closed to accrual: clinical interventions, surveys, or similar participant interactions are continuing.

Closed to accrual: remaining activity is limited to collection of participant long-term follow-up data.
Closed to accrual: remaining activities limited to analysis of data/specimens already collected.
Closed: all research activities and data analysis is complete, requesting closure of the study.

✔ Other

Please describe.

Data Analysis is ongoing. However, analysis has prompted need for further study and additional modifications to IRB that are in progress. Submitting for renewal while those materials are being finalized.

2 General Information

2A. Please provide a summary of your progress with this research to date, including any interim findings since the last review.

Initial data collection outlined in the IRB has concluded, but data analysis is ongoing. Data is being examined for use within an MA thesis project as well as for departmental program/curricular development and analysis. Some findings were inconclusive due to the nature of the survey materials and discussions among research team about a possible modification and continuation are ongoing.

2B. Have there been any significant problems or issues with the research since the last review?

Yes

✔ No

2C. Have there been any changes in the research, new risk information, or any other new information since your last review which would alter the following presumptions about the research?

- Risks to participants in this research project are minimized.
- Risks to participants are reasonable in relation to the anticipated benefits to the participant or importance of the generalizable knowledge expected as a result of this research.
- The selection of participants, specimens or data is equitable.
- Provisions for obtaining and documenting informed consent are adequate.
- Appropriate data monitoring is in place to ensure safety of participants.
- Appropriate safeguards are in place to protect participants' privacy and confidentiality.

- Appropriate safeguards are in place to protect participants who my be vulnerable to coercion or undue influence.

Yes
✔ No

2D. Have all members of the research team received and remained up-to-date on the required training on Human Subjects Protection?

Note: Any new members to the research team must be added via a Modification Request.

✔ Yes

No

Modification Submission.

Modification Summary

Please make changes to the original protocol sections below. In addition, provide a summary of the changes by completing the questions on this page.

A. To which of the following aspects of research does this modification request apply? Check all that apply.

✔ Change in personnel
Please include the name of the researcher(s) added to section 1 and attach their CITI training certificates in section 9.
✔ Research design
Risks to participants or others in relation to anticipated benefits
Participant selection or recruitment process
Consent process and/or compensation
Methods for documenting consent
✔ Change in supporting documentation or attachments
Potential willingness of research participants to continue to take part in this study
Monitoring of the data being collected
Privacy of the research participants and/or confidentiality of research participants' data
✔ Other - Please describe.
Extension of Data Collection to new group of Participants

Please provide a brief rationale for each of the changes being requested.

Initial results from the data collected in this study have prompted more specific questions that meet the existing goals for the research. In analyzing the data, the researchers have decided to add an additional co-PI for a new perspective on the data collected. In order to see if hypotheses are accurate, we would like to extend our research to a new, but similarly defined, group of participants. The research design has been changed in that the initial three surveys are being reduced to one more cohesive survey with a combination of new and old questions on it. As a result, new survey documents and informed consent documents are being submitted for review.
The following addresses specific changes to the application. All changes will also be made in the body of the application itself. This list is comprehensive.

B. Changes to Content of Application

- Section 1E: Addition of Tracey Glaessgen as Co-Principal Investigator
- Section 2A: Language added to account for research protocol in Fall 2018 and to establish the previous protocol as taking place in Fall 2017.
- Section 2A: Language added to modification of current research question re: exploring disparity between student perception and University Identification.
- Section 2B: Added Record Review to list of research activities.
- Section 2CIII: Language added to distinguish 2017 protocol from 2018 protocol.
- Section 2CIV: Language added to account for using Student Information to check Institutional data.
- Section 2CV: Language added to establish institutional data as a source of data.
- Section 3C: Language added to specify Fall 2018 Participants.
- Section 3D: Language added to specify 140 Fall 2018 Participants.
- Section 3F: Language added for time commitment for the new phase.
- Section 3G: Language added to include Fall 2018 Participants.
- Section 9A: Will submit Tracey Glaessgen's CITI documentation as attachment.

Changes to Informed Consent Documents

- Added Notation of "Fall 2017" on Existing Informed Consent Document
- Added "New" Informed Consent Document o
- Establishes time period as Fall 2018
- Establishes change in survey protocol (1 survey instead of 3)
- Establishes also reviewing institutional data.

Changes to Survey Questions

- Overall: Changed Survey Titles to "Survey A" for Prerequisite sections of ENG 100 and
- "Survey B" for Co-Requisite sections. This change reflects that 2018 students are only

taking B.one survey, unlike the three taken by 2017 students.

- Question 1 (both surveys): Answer options unchanged. Changed instruction to read: "Why did you take this class? Please select all that apply." This is a change to clarify and simplify the answer process for the participants.
- Question 2 has been changed.
    - Questions 2a and 2b have been revised to accurately reflect current AP English courses offered.
    - Added 3 new answer options: "d. Dual Credit Courses or equivalent of ENG 110)", "e. Did not attend High School in United States", "f. Other." Option F allows open response.
- Question 13 from original Survey #2 (re: enrollment in dual-credit) has been revised into a sub-question under Question 2. Instructions read as follows: "If you answered D: Dual Credit Courses for Question #2, please answer 2d. If not, proceed to Question 3." Response is multiple choice.
- Question 3 has been removed and replaced with following question: "In what ways has your family influenced your decision to attend college?" This question allows for open-ended response.
- Question 4 remains unchanged.
- Question 5 has been simplified, and sub-questions removed. The text now reads: "Have you declared a major with the university, or are you undeclared?" Participants are given open-ended response option.
- Question 6 has been simplified, with one sub-question removed.
- Question 7 remains unchanged.
- Question 8 has been removed and replaced with the following question: "What have previous teachers said about your writing?" This question allows for open-ended response.
- Question 9 has been removed and replaced with the following question: "Do you believe writing can improve with practice?" Participants are given a Yes or No option.
- Question 10 has been replaced with the following question: "In what way has your family encouraged writing?" This question allows for open-ended response.
- Question 11 has been simplified. Examples provided in original question have been removed to avoid potential for leading the participant responses. Question remains open-ended response.
- Question 12 has been changed from offering options for selection to open-ended response. The question itself remains unchanged.
- Question 13 remains unchanged.
- Question 14 remains unchanged.
- Question 15 remains unchanged.
- Question 16 and 16a are new additions.
- Question 16 reads: "Are you a military veteran?" Participants are given a Yes or No option.
    - Question 16a reads: "If you answered YES to question #16, are you active duty?" Participants are given a Yes or No option.
- Question 17 is a new addition. Question 17 reads: "Do you believe that some people are naturally better writers?" Participants are given a Yes or No option.

- Question 18 is a new addition. Question 18 reads: “What makes an effective piece of writing?” Participants are given the option for an open-ended response.

1. General Information

1A. What is the full title of the research protocol?

The Gateway in Sight: Students’ Perceptions of Writing Skills and Acceptance into the Academic Community in Prerequisite and Co-requisite Classrooms.

1B. Abstract/Summary

Please provide a brief description of the project (no more than a few sentences).

The current and emerging models for ENG 110 require students who underachieve on standardized tests to be placed in an additional writing class, ENG 100, in order to strengthen their writing skills before attempting ENG 110 for credit. An unfortunate byproduct of this system is the potential to stigmatize these students and their skills. This study will examine survey responses from students enrolled in ENG 100 at Missouri State University to determine the students’ perception of their place within the academic community at MSU and their skills as a writer, and whether their placement in either a pre-requisite or co-requisite Writing course affects that perception. Students will be given three surveys, one at the beginning of the semester, one at midterm, and one at the end of the semester, to track any changes in their perceptions surrounding their own abilities and place within the academic community.

1C. Who is the Principal Investigator? (This MUST be a faculty or staff member.)

Name: Margaret Weaver
Organization: English
Address: 901 S National Ave , Springfield, MO 65897-0027
Phone: 417-836-5360
Email: margaretweaver@missouristate.edu

1D. Who is the primary study contact?

This person may be the Principal Investigator or someone else (faculty, staff, or student). This person, in addition to the PI, will be included on all correspondence related to this project.

Name: Kailyn Hall
Organization: English
Address: 901, S. National Avenue, Springfield, MO 65897-0027 Phone:
Email: kailyn2291@live.missouristate.edu

1E. Select the Co-Principal Investigator(s).

This MUST be a faculty or staff member. Persons listed as Co-PIs will be required to certify the protocol (in addition to the PI). This person will also be included on all correspondence related to this project.

Name: Tracey Glaessgen
Organization: First Year Programs
Address: 901 S National Ave , Springfield, MO 65897-0027
Phone: 417-836-8343
Email: traceyglaessgen@missouristate.edu

Select the Investigator(s).

1F. An investigator may be faculty, staff, or student.

Name: Kailyn Hall
Organization: English
Address: 901, S. National Avenue , Springfield, MO
65897-0027 Phone:
Email: kailyn2291@live.missouristate.edu

If you could not locate personnel using the "Find People" button, please request access at Cayuse Logon Request
For additional help, email irb@missouristate.edu.

2. Research Protocol

2A. Describe the proposed project in a manner that allows the IRB to gain a sense of the project including:

- the research questions and objectives, key background literature
- (supportive and contradictory) with references, and the manner in which
- the proposed project will improve the understanding of the chosen topic.

This study will examine survey responses from students enrolled in ENG 100 at Missouri State University in order to determine the students' perception of their place within the academic community at MSU and their skills as a writer, and whether their placement in either a pre-requisite or co-requisite writing course affects that perception. In Fall 2017, Students will be given three surveys, one at the beginning of the semester, one at midterm, and one at the end of the semester, in order to track any changes in their perceptions surrounding their own abilities and place within the academic community. In Fall 2018, students will be given one survey at midterm to determine demographics and their perceptions surrounding their own abilities and place within the academic community.

William Lalicker, in "A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives," establishes the traditional models for structuring the Basic Writing Classroom. Missouri State University had, until January of 2017, predominantly ascribed to the most popular model, the "baseline"

or prerequisite model. Lalicker published in 1999, prior to the Complete College America studies on students in this model and how it has the potential to affect their trajectory in the academic community. Complete College America, supported by the Gates Foundation, promotes the restructuring of courses in English and Mathematics to counteract some of the negative effects inadvertently caused by classroom models such as the prerequisite. The study found that the prerequisite model can have a negative impact on student matriculation when they are hampered by taking and retaking gateway courses, especially in English and Mathematics, courses which are required for their graduation.

Statistics aside, a stigma exists within the Basic Writing classroom, and the prerequisite model has the positioning to sustain it. Students are placed in ENG 100 (MSU's prerequisite writing class) based on poor ACT performance. Some self-elect to take the class for more writing support, but this does not account for the majority of the group. Students who do not pass ENG 100 are not eligible to take the required General Education course ENG 110. Lisa Delpit, in The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, discusses what she calls a "culture of power." As members of the academic community, teachers are inherently aware of the cultural expectations surrounding university life. Students however, especially those who are placed in a stigmatized classroom, may not have that situational awareness. Students who do not meet a university's expectations or who do not adapt to life at the university often do not matriculate. Understanding the students' perceptions of their place within the academic community, within that culture of power, is necessary in identifying possible needs within in the classroom.

Due to the required transition to the Co-requisite model from the Prerequisite model, the department is attempting to acquire a better understanding of the students who are required to take ENG 100, outside of simply reducing them to a test score for placement. If we can better understand the needs of these students and how they perceive themselves as writers, the resulting ENG 100/ENG 110 Co-requisite Course can be constructed in a way to meet those needs and further assist in bringing these students into our Academic Community. In further understanding these students, we wish to explore if there is a disparity between their self-perception of demographics and how the University identifies these students.

2B. Check all research activities that apply:

Audio, video, digital, or image recordings
Biohazards (e.g., rDNA, infectious agents, select agents, toxins)
Biological sampling (other than blood)
Blood drawing
Class Protocol (or Program or Umbrella Protocol)
✔ Data, not publicly available
Data, publicly available
Deception

Devices
Diet, exercise, or sleep modifications
Drugs or biologics
Focus groups
Internet or email data collection
Materials that may be considered sensitive, offensive, threatening, or degrading
Non-invasive medical procedures
Observation of participants
Oral history
Placebo
✔ Record review
Specimen research
Surgical procedures
Surveys, questionnaires, or interviews (one-on-one)
✔ Surveys, questionnaires, or interviews (group)
Other

2C. Describe the procedures and methods planned for carrying out the study. Make sure to include the following:

- site selection,
- the procedures used to gain permission to carry out research at the selected site(s), data collection procedures, and an overview of the manner in which
- data will be analyzed.
- Provide all information necessary for the IRB to be clear about all of the contact human participants will have with the project.

I. General Progression of Research:
a. This data collection will conclude by December of 2017. The results from the data will be examined through Spring and Summer of 2018, culminating in a thesis project.

II. How informed consent will be obtained/addressed:
a. Each student will be given a letter of informed consent to sign, as well as the opportunity to ask any questions about the study.

III. Description of setting in which data is obtained:
a. In Fall 2017, each student will be given three surveys over the course of the semester. The surveys will be distributed by the Primary Contact of the study. One survey will be given at the beginning of the semester, one at midterm, and one at the end of the semester. Each survey will take about ten minutes, and students in the classroom who have declined to participate will be encouraged to work on other items for the class.
b. In Fall 2018, each student will be given one survey at midterm. The survey will be distributed by the Primary Contact of the study. The survey will take

about ten minutes, and students in the classroom who have declined to participate will be encouraged to work on other items for the class.

IV. How data will be kept secure and confidential:

a. Each student in the study will be assigned a number, and those numbers will be used to collate their three surveys. Student identification information (such as names or MNumbers) will be used to analyze alignment with institutional data but will be removed before information is distributed or published. All data will be aggregated. The list of numbers will be kept separate from the data surveys. The surveys and collated data will be stored in a locked filing cabinet and/or a password-protected personal computer.

V. Name and description of data gathering tool:

a. Data will be collected via surveys distributed to the students.

b. Institutional data will be reviewed to aggregate demographic data.

VI. HIPAA considerations/procedures:

a. Not applicable for this study.

VII. Data disposition when the study is completed:

a. The data collected (surveys and results) and all letters of informed consent (from students and instructors) will be kept in a secure filing cabinet and a password-protected personal computer.

VIII. How resulting information will be used/disseminated/shared:

a. Data will be analyzed and the results will inform a master's thesis, as well as possible publication or presentation at an academic conference.

2D. Attach surveys, questionnaires, and other social-behavioral measurement tools, if applicable.

IRB Proposal -The Gateway in Sight - KSH - Survey Questionnaires.pdf
Survey 2 - GiS - Revised 10-12-17.pdf
Fall 2018 Survey.docx

3. Participants

3A. Specify the participant population(s). Check all that apply.

✔ Adults
Children (<18 years)
Adults with decisional impairment
Non-English speaking
Student research pools (e.g. psychology)
Pregnant women or fetuses
Prisoners
Unknown (e.g., secondary use of data/specimens, non-targeted surveys, program/class/umbrella protocols)

3B. Specify the age(s) of the individuals who may participate in the research.

College Age

3C. Describe the characteristics of the proposed participants, and explain how the nature of the research requires/justifies their inclusion.

The participants in 2017 will be students enrolled in 8 sections of ENG 100. 4 sections of the class are designed as a Pre-Requisite course to ENG 110, and 4 sections are designed as a Co-Requisite with ENG 110. The participants in 2018 will be students enrolled in 7 sections of ENG 100. 4 sections of the class are designed as a Pre-Requisite course to ENG 110, and 3 sections are designed as a Co-Requisite with ENG 110.
Students will range in demographics. Their inclusion in the study is based upon their enrollment in ENG 100. Placement in ENG 100 is determined by external test scores (e.g. ACT scores). However, students who qualify for the gateway course (ENG 110) may choose to enroll in ENG 100 voluntarily.

3D. Provide the total number of participants (or number of participant records, specimens, . etc.) for whom you are seeking Missouri State IRB approval.

160 in Fall 2017
140 in Fall 2018

3F. Estimate the time required from each participant, including individual interactions, total time commitment, and long-term follow-up, if any.

In Fall 2017, each of the three surveys will take approximately ten minutes to complete, for a total of approximately thirty minutes over the course of the full semester. One will be administered near the beginning of the semester, one near midterm, and another at the end of the semester. The data collection for this phase will conclude in December of 2017.
In Fall 2018, administration of the survey and informed consent will take approximately ten-fifteen minutes. This is the only time commitment for this phase.

3G. Describe how potential participants will be identified (e.g., advertising, individuals known to investigator, record review, etc.). Explain how investigator(s) will gain access to this population, as applicable.

The students eligible for the study are chosen due to their enrollment in the Fall 2017 sections and Fall 2018 Sections of ENG 100 at Missouri State University. Each student will be given the option to participate in the study, and participation is voluntary.

3H. Describe the recruitment process; including the setting in which recruitment will take place. Provide copies of proposed recruitment materials (e.g., ads, flyers, website postings, recruitment letters, and oral/written scripts).

The researcher will speak directly to each of the eight sections of ENG 100. The students in each section will be given a letter of informed consent to sign, as well as the opportunity to ask questions about the study.

3H.1.Attach recruitment materials, if applicable.

3I. Will participants receive compensation or other incentives (e.g., free services, cash payments, gift certificates, parking, classroom credit, travel reimbursement, etc.) to participate in the research study?

Yes
✔ No

4. Informed Consent

4A. From the list below, indicate how consent will be obtained for this study. Check all that apply.

✔ Written/signed consent by the subject
Written/signed consent (permission) for a minor by a Parent or Legal Guardian
Written/signed consent by a Legally Authorized Representative (for adults incapable of consenting).
Request for Waiver of Documentation of Consent (e.g. Verbal Consent, Anonymous Surveys, etc.)
Waiver of parental permission
Consent will not be obtained from subjects (Waiver of Consent)

4B. Describe the consent process including where and by whom the subjects will be approached, the plans to ensure the privacy of the subjects and the measures to ensure that subjects understand the nature of the study, its procedures, risks and benefits and that they freely grant their consent.

The students will be given a letter of informed consent to sign, as well as the opportunity to ask questions about the study. The instructors of each section will also be given a letter of informed consent to sign and an opportunity to ask questions.

4B.1 Attach all copies of informed consent documents (written or verbal) that will be used for this study.

IRB Proposal -The Gateway in Sight - KSH - Informed Consent.pdf
Sample documents: Informed Consent Examples

4B.2 Attach all copies of assent documents that will be used for this study, if applicable.

Sample documents: Assent Examples

5. Risks and Benefits

5A. Describe all reasonably expected risks, harms, and/or discomforts that may apply to the research. Discuss severity and likelihood of occurrence. Consider the range of risks - physical, psychological, social, legal, and economic.

There is no risk to participants. The only potential risk is the loss of confidentiality if the data collected is not stored properly, and if the data is linked to individual students without using proper procedures to anonymize them.

5B. Describe the steps that will be taken to minimize risks and the likelihood of harm.

Signed informed consent letters and data surveys will be assigned a coded number to identify the students. Informed consent letters will only be handled by the researcher and will be stored in a secure filing cabinet and a password-protected computer.

5C. List the potential benefits that participants may expect as a result of this research study. State if there are no direct benefits to individual participants.

There will be no direct benefit to participants.

5D. Describe any potential indirect benefits to future subjects, science, and society.

Participation may benefit students indirectly through increasing knowledge about how students perceive their place in ENG 100, allowing for potential curricular changes to the class.

5E. Discuss how risks to participants are reasonable when compared to the anticipated benefits to participants (if any) and the importance of the knowledge that may reasonably be expected to result.

There is no risk to participants. The knowledge that will be gained will allow for pedagogical advancements for future writing classrooms.

6. Data Collection

Missouri State University is committed to keeping data and information secure. Please review the Missouri State Information Security policies. Discuss your project with the MSU Information Security Office or your College's IT support staff if you have questions about how to handle your data appropriately.

6A. Statement of Principal Investigator Responsibility for Data
The principal investigator of this study is responsible for the storage, oversight, and disposal of all data associated with this study. Data will not be disseminated without the explicit approval of the principal investigator, and identifying information associated with the data will not be shared.

By checking this box, all personnel associated with this study understand and agree to the Statement of Principal Investigator Responsibility for Data.

✔

6B. How will the data for this study be collect/stored?
Check all that apply.

✔ Electronic storage format

✔ On paper

6C. Describe where the data will be stored (e.g., paper forms, flash drives or removeable media, desktop or laptop computer, server, research storage area network, external source).

The data surveys will be collected and kept by the researcher and will be stored in a locked filing cabinet and/or a password-protected personal computer.

6D. Describe the plan to protect the confidentiality of records (e.g., locked office, locked file cabinet, password-protected computer or files, encrypted data files, database limited to coded data, master list stored in separate location).

Student participants will be assigned a number after the letters of informed consent have been collected. These numbers will be used to collate the surveys the students fill out. The data surveys will be collected and kept by the researcher, and will be stored in a locked filing cabinet and/or a password-protected personal computer.

6E. Describe how data will be disposed of and when disposal will occur.

The letters of informed consent (from both students and instructors) and the data collected will be stored in a secure filing cabinet and/or a password-protected personal computer. Upon conclusion of the project, data will be securely and confidentially shredded

7. Funding

7A. Is this study externally funded? For example, this research is funded by a source outside Missouri State; a federal agency, non-profit organization, etc.

Yes
✔ No

7B. Potentially (this study is being submitted for funding, but has not yet been awarded) Is this study internally funded? For example, this research is funded by a source inside Missouri State; departmental funds, the Graduate College, etc.

Yes
✔ No
Potentially (this study is being submitted for funding, but has not yet been awarded)

8. HIPAA

8A. Does your study contain protected health information (PHI)? PHI is any information in a medical record or designated record set that can be used to identify an individual and that was created, used, or disclosed in the course of providing a a health care service, such as a diagnosis or treatment.

Yes
✔ No

9. Supporting Documentation

9A. Human Subjects Training Certificates

Attach human subjects training certificates for all listed personnel. To access your training documents, please go to CITI Training.

IRB Completion Report - KSHall.pdf
CITI Training Verification - Tracey Glaessgen.pdf

9B. HIPAA Training Certificates

Attach HIPAA training certificates for all listed personnel, if applicable. To get more information about HIPAA training and/or to access your training documents, please go to HIPAA Information for Researchers.
Informed Consent Documents

9C. Attach all copies of informed consent documents (written or verbal) that will be used for this study.

IRB Proposal -The Gateway in Sight - KSH - Informed Consent.pdf
Sample documents: Informed Consent Examples

9D. Assent Documents

Attach all copies of assent documents (written or verbal) that will be used for this study.
Sample documents: Assent Examples

9E. Recruitment Tools

Attach copies of proposed recruitment tools.

9F. Surveys/Questionnaires/Other Social-Behavioral Measurement Tools

Attach surveys, questionnaires, and other social-behavioral measurement tools.

IRB Proposal -The Gateway in Sight - KSH - Survey Questionnaires.pdf
Survey 2 - GiS - Revised 10-12-17.pdf
Fall 2018 Survey.docx

9G. Other Documents

Attach any other documents that have not been specified in previous questions, but are needed for IRB review.

Regarding Revision to a Study - Correspondence with
Joseph Hulgus.pdf Memo
IRB Modifications - for IRB.docx

10. Additional Information

10A. Would you like to add additional information?

Yes

✔ No