INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.
The effect of at-risk status of Allied Health students on faculty perceptions in the two-year technical and community college

Kovanda, Beverly Modzelewski, Ph.D.
The Ohio State University, 1991

Copyright ©1991 by Kovanda, Beverly Modzelewski. All rights reserved.
THE EFFECT OF AT-RISK STATUS OF ALLIED HEALTH STUDENTS ON FACULTY PERCEPTIONS IN THE TWO-YEAR TECHNICAL AND COMMUNITY COLLEGE

Dissertation
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
Beverly Modzelewski Kovanda, B.S., M.S.

The Ohio State University
1991

Dissertation Committee:
William Moore, Jr.
I. Phillip Young
Walter Hack

Approved by
Adviser
College of Education
DEDICATION

To my son David, who stayed by my side.

To my parents, Ted and Florence Modzelewski, who encouraged me to reach for dreams and instilled within me the drive to achieve them.

Thank you.

...you begin to accept defeats with your head up and your eyes open, With the grace of a woman, not the grief of a child. So you plant your own garden and decorate your own soul, instead of waiting for someone to bring you flowers. And learn that you can endure... that you really are strong and you really do have worth, and that with every new tomorrow comes the dawn.

Author Unknown
ACKNOWLEDGEMENTS

I express sincere appreciation to Dr. William Moore, Jr., for his unending support and guidance. I admire him for his relentless quest for excellence and equity in higher education. He has set a standard which I can only hope to achieve. Dr. Philip Young brought brilliance in research methodology. I will always be thankful for his ability to clearly focus abstract concepts and simplify complex statistics with kindness and patience. A special thanks to Dr. Walter Hack, who found time to support and advise one more student, in spite of retirement plans. He will be missed by all.

I wish to thank Dr. Joyce McCabe for her availability, encouragement, and technical support; Ann Miller for outstanding clerical support; and Susan VanAtta for data entry who were frequently available with very short notice.

Finally, with deepest appreciation and love, I thank those who mean the most to me: my son, my parents, family and friends who unselfishly sacrificed my time so that I could pursue a dream. They supported me through the triumphs and the tears during these past three years and encouraged me to persevere through their loving support. I will always be grateful.
VITA

August 24, 1948

Born, Cleveland, Ohio

Education

1970-1973
The Ohio State University
Master of Science in Teaching, Research and Administration of Medical Technology

1966-1970
The Ohio State University
Bachelor of Science in Medical Technology

FIELDS OF STUDY

Major Field: Higher Education Administration

Studies in Higher Education Administration--Professor William Moore, Jr.
Studies in Organizational Theory--Professor Virgil Blanke
Studies in Administration of Academic Affairs--Professor William Moore, Jr.
Studies in Higher Educational Law--Professor Frederick Staub
Studies in Educational Politics and Policy Making--Professor Brad Mitchell
Studies in Higher Education Finance--Professor Walter Hack
Studies in Adult Education--Professor William Dowling
Studies in Equity, Learning and the Individual--Professor Brad Mitchell

Minor Area: Business Administration--Marketing

Studies in the Principles of Marketing--Professor Roger Blackwell
Studies in Consumer Behavior--Professor James Ginter
Studies in Managerial Marketing--Professor James Ginter
Studies in Promotional Strategies--Professor Clark Leavitt
Studies in Marketing Research--Professor Sunday Balakrishnan
EXPERIENCES

1986-1991 Coordinator, Multicompetency Health Technology
Histology and Phlebotomy Program Director
Columbus State Community College
Columbus, Ohio

1980-1991 Clinical Coordinator for Medical Laboratory Technology
Columbus State Community College
Columbus, Ohio

1975-1991 Medical Laboratory and Multicompetency Health Technology Faculty
Columbus State Community College
Columbus, Ohio

1970-1975 Supervisor of Clinical Chemistry-Research
Warren Teed Pharmaceutical, Inc.
Columbus, Ohio
### LIST OF TABLES

1. Variables on At-Risk and Non-At-Risk Hypothetical Admissions Profile ..................................
   37
2. Q-Sort Results for Determining At-Risk and Non-At-Risk Hypothetical Profiles ..............................
   39
3. Varimax Rotated Factor Matrix ..............................
   42
4. Related Statements Within Each Dependent Variable .............................................
   44
5. Age Range of Respondents in Years ........................
   49
6. Distribution of Respondents by Allied Health Program ............................................
   52
7. Cell Means and Standard Deviations ........................
   54
8. Univariate F-tests of At-Risk Status on Faculty Responses ...........................................
   56
LIST OF FIGURES

1. Scree Plot of Factor Analysis ............... 43
TABLE OF CONTENTS

Acknowledgements ......................................... iii
Vita ........................................................ iv
List of Tables ............................................ vi
List of Figures ........................................... vii

Chapter

I. Introduction ........................................... 1
   Need for the Study .................................. 2
   Purpose of the Study ................................ 3
   Objectives of the Study ............................ 4
   Assumptions ........................................ 5
   Limitations ......................................... 6
   Definition of Terms ................................ 7

II. Review of the Literature .............................. 10
   Supply and Demand of Allied Health Workers .... 12
   Enrollment Trends in Allied Health Programs .... 14
   The Two-Year Technical and Community College and the At-Risk Student . 18

III. Methodology .......................................... 31
   The Population ...................................... 31
Summary of Implications .......................... 72
Recommendations ..................................... 74
Recommendations for Administrators ......... 74
Recommendations for Future Research ...... 76

Appendix A. Columbus State Community College
  Application for Admission ....................... 78
Appendix B. Q-Sort Composite Profiles and Letters . 81
Appendix C. Dr. William Moore's Permission Letter
  and Original Survey Instrument .............. 104
Appendix D. Pilot Test Letter, Initial Evaluating
  Instrument, and Hypothetical Profile .......... 116
Appendix E. Final Evaluating Instrument ....... 122
Appendix F. Hypothetical At-Risk Admission
  Profile ........................................... 125
Appendix G. Hypothetical Non-At-Risk Admission
  Profile ........................................... 128
Appendix H. Cover Letters and Follow-Up
  Correspondence .................................. 131
List of References ................................. 135
CHAPTER I
INTRODUCTION

Since 1981, the health care system has undergone dramatic changes: The federal, state, and local governments have mandated and exerted pressure toward cost containment and accountability in health care (Institute of Medicine [IM], 1989). Health technology is rapidly developing new knowledge and procedures for improving and prolonging life. New diagnostic procedures for the detection and prevention of disease are continuously being introduced. The make-up of society is changing as well. The age of the population is shifting toward the elderly individual while the college-age (18-23 years) population is declining. Because people are living longer, the number of chronically ill patients in hospitals is increasing, but they are being discharged from the hospital earlier. New diseases have been identified. Acquired Immune Deficiency Syndrome (AIDS) has reached epidemic proportions.

How effective the health care system is in responding to these changes depends on the availability of adequately trained health care personnel. The nursing shortage has been documented for some time (Aiken, L. & Mullinex, C.,
1987), however, the shortage of allied health practitioners, though documented, has not gained widespread public attention.

A shortage of many types of competently trained allied health professionals presently exists. The literature has predicted that the supply of the predominant specialties of allied health professionals will not be available to meet the demand of society and the health care system in the coming years (IM, 1989).

Need for the Study

The concerns for the future, therefore, are two-fold. Will there be an adequate number of competent allied health professionals? Given the number of underprepared individuals in the college pool, can this pool be more fully utilized and educated so that these individuals can pursue and be successful in allied health careers?

The majority of students who are entering the two-year technical and community colleges have a deficiency in reading, writing, and/or mathematics (Bray, 1987) or are at-risk because of financial responsibilities, familial responsibilities, or cultural differences. With this lack of adequate basic skills and other barriers in pursuing higher education, it is little wonder that many of these students choose not to enter the allied health careers which require higher levels of reading comprehension, a greater understanding of science and mathematics, and long hours
spent in laboratories and clinical experiences. Often, when they do pursue these careers, they drop out before completing their programs. The loss or underutilization of these individuals should be a major concern in allied health education if future manpower demands are to be met.

Some suggest that teachers of students-at-risk (SAR) do not relate positively to this group. Kelley and Wilber (1970) studied attitudes and opinions of faculty members who work in community colleges with underprepared students. Members reporting described working with such students as one of those activities liked least. Teachers in both two-year and four-year colleges are not eager to teach at-risk students, nor do they derive personal satisfaction from teaching these students (Moore, 1976, p. 60). A non-supportive relationship has been observed between SAR and their faculty. This relationship is frequently a cornerstone in the success and retention of these students.

In predicting the long-term effect of the drastic changes in health care, as well as the population, it is necessary to examine the relationship between students-at-risk (SAR) and the allied health faculty if the manpower needs of the future are to be met.

**Purpose of the Study**

The deans, department chairpersons, and program directors of allied health programs have the responsibility to provide leadership for the recruitment, retention, and
graduation of competent students. Particularly during a
time of declining enrollment, colleges must be responsive to
the demands of the community as well as those clinical
facilities being served by the college in supplying
competent health care professionals.

Currently, a shortage of many allied health
professionals exists which is similar or surpasses the
present nursing shortage (Aiken, et al. 1987). With the
changes in the population, decreases in the pool of
academically prepared students who are interested in allied
health professions and the underrepresentation of Afro-
American and Hispanic students who are often SAR in allied
health programs, there is a need to focus on the perceptions
of the student-teacher relationship in attracting and
retaining SAR in allied health programs.

By identifying the attitudes and perceptions of the
allied health faculty toward the at-risk student (SAR),
myths can be dismantled and support can be strengthened so
that the learning-teaching environment in allied health
programs can improve and thus, greater numbers of
competently trained allied health professionals can graduate
to meet the increased demand of the health care system.

Objectives of the Study

The shortage of allied health personnel which presently
exists in the health care system will continue to grow
because of the inability to attract and retain SAR,
decreased interest in allied health programs due to low wages, lack of both internal and external rewards, the changing dynamics of the population, the threat of Acquired Immune Deficiency Syndrome (AIDS) and other chronic diseases, improved opportunities for women and minorities in other professions, and the closing of allied health education programs.

The extent of this deficiency could be reduced if faculty perceptions of the allied health SAR could be exposed and thus, an increase in awareness of these perceptions could improve the learning-teaching relationships.

Specific objectives of this study are:

1. To identify and describe the perceptions held by the allied health faculty regarding the expected classroom characteristics of the at-risk student.

2. To identify and describe the perceptions held by the allied health faculty of the expected academic outcomes of the at-risk student.

3. To identify and describe the perceptions held by allied health faculty toward teaching the SAR.

Assumptions

In this study, predictions are assumed to be made for the next several years regarding allied health manpower needs using a limited data base because the Department of Health and Human Services lacks extensive allied health
data. Further, the population changes, demographics, state, local, and national forecasts of manpower needs are assumed to continue at the current trend. Finally, the at-risk students are assumed to continue to be the majority student enrolling in the community and two-year technical college; and will continue to be underrepresented in the allied health programs.

Limitations of the Findings

1. The focus of this study is restricted to faculty who responded in allied health programs in the community and two-year technical colleges that are located in Ohio and, therefore, the findings cannot be generalized beyond the specific group and state studied.

2. This study is limited to full-time faculty and does not address the perceptions and beliefs of adjunct faculty regarding the at-risk student. Adjunct faculty comprise a major work force in educating allied health students, and their opinions may be valuable.

3. Exposing the student-teacher relationship is a sensitive issue for those who are directly involved. Faculty may respond with socially acceptable answers to protect themselves and their institutions.
4. Columbus State Community College stationery will add credibility to this study and will be used to increase the response rate; however, faculty may retort with socially acceptable answers because of fear of recognition by the researcher or college officials.

Definition of Terms

Allied Health Professionals: According to the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA), allied health professionals comprise "a large cluster of health-care related professions and personnel whose functions include assisting, facilitating, or complementing the work of physicians and other specialists in the health care system, and who choose to be identified as allied health personnel" (IM, 1989, p. 16). Some of the most dominant allied health professionals are medical technologists and technicians, dental hygienists, medical dieticians, emergency medical personnel, medical records administrators, occupational therapists, physical therapists, radiology technologists and technicians, respiratory therapists and speech and hearing pathologists.

At-Risk Students (SARI): At-risk students are underprepared, "remedial, developmental, high-risk, low-achieving, or disadvantaged" (Bray, 1987, p. 33). Others describe the at-risk student as those who are educationally,
culturally, or economically disadvantaged. They vary in age, socioeconomic status, race, and sex. "Among the older students, there are women whose children are grown up and on their own and widows and divorcees who are heads of families. Many of the men are seeking ways to update their present skills or develop new ones;...others are married and because of family responsibilities had to postpone college; among younger students are unwed mothers who dropped out of school..." (Moore, 1976, p. 56). For the purpose of this study, this author describes these individuals as any student who is at a disadvantage in pursuing their educational goal because of educational underpreparedness, familial responsibilities and lack of adequate support, financial responsibilities and problems, or pursuing higher education as an older adult or a non-traditional student and, therefore, is at a greater risk of failure in the pursuit of higher education.

**Clinical Facilities:** Clinical facilities are those health care delivery facilities such as hospitals, businesses or agencies, both private and public, that utilize qualified allied health professionals for patient care.

**Demand:** Demand in the context of this study is the number of people employers will hire, given the need and appropriate economic conditions created by growth, new technology, promotion, death, retirement or leaving the
workplace.

**Perceptions:** Within the context of this study, perceptions are insights into attitudes and beliefs held by allied health faculty.

**Positive Learning Environment:** A positive learning environment is one in which the student and the instructor are very interactive physically and communicate openly. The teacher is enthusiastic and stimulating in his/her presentation, communicates high expectations of performance to all students and is sensitive and responsive to the individual needs of the student. Both the teacher and the student treat each other with mutual respect and exhibit compatible personal attitudes. The classroom environment is physically, intellectually, and emotionally supportive of maximum learning.

**Shortage:** Shortage is defined in this study as less workers being employed than are needed by the employer.

**Supply:** Supply is the total number of these workers currently available and active, whether presently employed, newly trained, or unemployed seeking work within their profession (IM, 1989).
CHAPTER II
REVIEW OF THE LITERATURE

The term "allied health" is frequently not recognized by the general public. The health care specialties that constitute allied health significantly lag behind the nursing profession in visibility, although patient diagnosis, treatment, management, and care would not be possible without them. Even health care leaders disagree on which health care specialties fall under the allied health heading. The larger professional specialties in allied health are the medical laboratory, dental hygiene, medical dietetics, emergency medical services, medical records, occupational therapy, physical therapy, radiology technology, respiratory care, and speech and audiology pathology. Others listed by the Center for Educational Statistics (CES) under the U.S. Department of Education are physician's assistant, electrocardiology (EKG), optometric technology, pharmacy assisting, medical illustration, and surgical technology according to the Institute of Medicine (1989). There are more than 100 allied health occupations described according to Horvath (1987). Therefore, before the impact of the shortage of allied health personnel can be
understood by the general public, the significance of the allied health professions must be known according to the American Medical News (1988). The fact is that "allied health personnel constitute a majority of the health care workforce" (IM, 1989).

Until recently, the only data available for the study of allied health was from the Current Population Survey (census), CAHEA and the various allied health professional organizations. Data currently available are inadequate. The American Hospital Association (AHA) and the Bureau of Labor and Statistics (BLS) have employment data but lack vacancy information in allied health. No governmental agency adequately monitors the manpower data for allied health, unlike the data collected for physicians and nurses.

There has been a lack of public interest in allied health demonstrated by the federal government since 1981 when all educational funding for allied health was terminated. However, the federal government allocated $101 million to "non-physician health care training in 1986, $70 million went to nursing and the remaining $31 million was spread among all other health care occupations, including allied health" (American Medical News, 1988, p. 10). The effect on allied health, therefore, was insignificant. However, in 1988, the American Society of Clinical Pathologists (ASCP) and other allied health professional groups were effective in persuading Congress to reinstate
programs of support for allied health profession's education and training, totaling $6 million. This money came from Title VII of the Health Professions Education Assistance Act. This new authorization includes appropriation for grants for curriculum and faculty development, enhanced recruitment activities, an allied health loan repayment program, and money for student traineeships in doctoral programs for advanced training of those allied health professionals who plan to teach and conduct research. These funds were allocated for fiscal year 1990; however, because of the political climate in Washington and the government deficit, none of these funds will actually be made available.

Supply and Demand of Allied Health Workers

Many factors influence the supply and demand of allied health workers. Health care financing has a significant impact on allied health. With the establishment of the prospective payment system (PPS), hospital reimbursement for services is preset by the federal government. Thus, the hospital is under considerable pressure to contain costs because any excess expense must be absorbed by the hospital. Therefore, patients are discharged earlier, staffing and utilization has changed, the need for home care has increased, particularly in respiratory care, and more professionals are needed. Money is frequently not available for increased wages. Additionally, hospitals are merging to
survive, creative out-patient surgery center and emergency medical centers are being established to meet the changing structure of the health care system.

The population and demographics of society are changing. While population growth in the United States is slowing, it is projected to increase by only 0.8 percent annually until the year 2000 (IM, 1989). The population growth is unevenly distributed. Ostow and Millman (1981) suggest that those individuals age 65 and older will increase from 11 percent to between 18 and 23 percent by the year 2035. These individuals are most frequently hospitalized, have chronic illnesses and require additional home care services. An increase in allied health services will be required, particularly by physical therapy, occupational therapy, and audiology, according to Horvath (1987). Conversely, the thirty-five-year-and-under population will be declining, which will affect college enrollment and thus, allied health education.

The AIDS epidemic is affecting allied health. Because of the long incubation period, it is difficult to predict the true impact. However, hospitalization is expected to increase, as well as a need for patient services. The increased demand on medical laboratory technology and respiratory care is already evident. More alarming is the impact of AIDS in deterring enrollment in allied health education programs which was cited by Barros (1988).
Because of new technology, Americans are living longer with chronic diseases. Diagnostic tools to detect disease are emerging as preventive medical practices grow. Concern for cholesterol levels, low salt diets, and the risk of some cancers has increased the demand for services in many allied health fields.

Enrollment Trends in Allied Health Programs

The trends in college enrollment are significant in assessing the supply and demand in allied health because most allied health professions require college training. The college age population is expected to continue to decline through the year 2000. Karni and Siebert (1988) found a significant decrease in the number of applicants into six allied health four-year programs after studying allied health programs in 83 colleges and universities. However, there is an increase in the number of non-traditional students who are often at-risk academically. The most significant decrease, however, was in Medical Technology. Physical therapy and occupational therapy programs appeared to be filled to capacity in the 83 schools studied. Additionally, some programs experienced a decrease in the academic quality of entering students. Karni and Siebert further point out that medical technology appeared to show the greatest decline. Attrition in allied health academic programs appears to be consistent with the national overall rate (Hedl, 1987). Karni and Siebert (1988),
Tysinger and Whiteside (1987), and the Institute of Medicine (1989) all call attention to the growing population of minorities who represent an insignificant percentage of the allied health workforce.

Another formidable trend relates to women. Women, for the most part, comprise the allied health workforce with the exception, perhaps, of emergency medical services, which is predominantly male and respiratory care which is equally male and female. Martin (1988), emphasizes that women are pursuing professions in business, computer science, medicine, law, and other fields which were once predominantly male.

The Institute of Medicine (1989) cited that 315 hospital-based allied health programs closed between 1982-1986. Most of these closings resulted from low enrollment and financial exigency. According to Horvath (1987, p. 203), because of the impact of the prospective payment system (PPS), hospitals "can no longer pass through the costs of operating their own programs and must either charge their students the full and true cost of their education or close the program." Many college programs are closing as well. Morris (1987, p. 59) found that health programs are more expensive than training in other academic programs "because of the level of the sophistication and accuracy attained in health professions." Additionally, hospitals are increasingly reluctant to accept students for clinical
training because of additional expense and may require some form of payment in the future (Holder, 1988). American Medical News (1988) stated that educators are reluctant to support and begin allied health programs because they are expensive and vulnerable to closings. Medical laboratory technician (35.6%), medical terminology (19.2%), and respiratory care technician (10.1%) demonstrated the strongest decline of the CAHEA accredited programs between 1982 and 1986 according to the Institute of Medicine (1989). Since 1981, there has been no federal assistance for allied health educational programs. The Allied Health Professions Personnel Training Act established in 1966 terminated in 1981. Even with the reinstatement of allied health profession within this act in 1988, under Title VII, no funds are available for distribution.

A major 18-month study was mandated by Congress in 1985 to assess the role of allied health professionals within the health care system and to project the future need and availability of ten of those professions. The assessment was based on the Bureau of Labor Statistics (BLS) data for 1986 and long-range projections were made to the year 2000 using the projected gross national product (GNP) and assuming continued trends in the health care population and economic growth. This document was prepared by a committee of deans, educators, and hospital administrators selected by the Institute of Medicine (1989). Results from the study
revealed that medical records technicians, physical therapists, and occupational therapists will see a major shortage in their specialties. Radiology professionals will feel a less significant shortage. Medical laboratory personnel, respiratory care personnel, and medical dieticians may keep up with demand, but only if the declining graduation rate and program closings are halted.

It must be remembered that the Institute of Medicine (1989) study is longitudinal. Karni and Siebert (1988) found immediate shortages of allied health personnel in the programs studied in 83 institutions. Similar shortages are predicted by Hallam (1987) and Martin (1988) in the clinical laboratory. According to Bryant (1988), the shortage of laboratory personnel, including technicians, technologists, histologists, and phlebotomists is presently at 11.3 percent, with a higher vacancy rate in the northeast and in hospitals with 500 beds or more. Whether bleak or promising, all of these predictions rest on similar variables which appear to be out of control.

In examining the future supply of allied health professionals, one must look at the specific role of the community and two-year technical colleges and the treatment of the SAR since they are a major portion of the pool of available students for health careers in the future.
The Two-Year Technical and Community Colleges and the At-Risk Student

The mission of the two-year technical and community college is to provide access to opportunity in the pursuit of a technical career or to prepare the student to successfully transfer to a four-year college, to provide educational, economic, and social support to assist the student in accomplishing their educational goals, to provide programs needed by the community and to provide quality education at an affordable price.

Breneman and Nelson (1981) suggested a decade ago that the community college was chosen as the vehicle for providing access to opportunity in higher education. In terms of allied health education, the two-year technical college provides this same opportunity. For many at-risk students, these two-year colleges are the only hope for success and opportunity.

Bray (1987, p. 34) identified four major trends in higher education which affect the work of colleges, particularly the two-year colleges in addressing SAR issues.

1. The majority of college students have a deficiency in reading, writing, and/or mathematic skills. (A 1983 National Survey found about 30 percent of all college freshmen required courses in basic skills. In California, 1984-84, 60 percent of students failed entry-level tests in writing and math.)
2. Higher educational institutions, as well as industry, are requiring increased competencies.

3. Remedial education is the fast growing area of the curriculum.

4. Most colleges are identifying SAR by assessing entering freshmen.

These trends are applicable to perspective allied health students and the two-year colleges which they attend.

The typical characteristics of these SAR are numerous and well described in the literature. Frequently, they are minority, particularly Hispanic and Afro-American or poor whites and are more likely to enroll in a community or technical college than in a four-year institution (Fields, 1988). They often lack parental support in valuing higher education, lack appropriate minority role models, and do poorly on standardized entrance test for admission. These individuals are frequently in the lower tracks in high schools where classes are crowded, teachers are less qualified, there is less access to counseling support, and their academic emphasis is on obedience, routine, and mechanical learning (Rendon & Mathews, 1989) as these students are encouraged to pursue low-paying job skills rather than college preparedness. They certainly are not encouraged to pursue health careers. Clearly, minority students are underrepresented in the allied health professions.
Rendon and Mathews (1989) found in six community colleges with large Hispanic enrollments, college administrators and faculty observed the following SAR characteristics: 1) lack of motivation and academic preparedness, 2) low self-esteem, 3) financial problems, 4) lack of family support, and 5) difficulties meeting time constraints. Most administrators and faculty blame the lack of academic preparedness of these students on high school tracking (Losak, Schwartz, & Morris, 1982). In this author’s experience, these perceptions of SAR are overgeneralized and certainly are not the characteristics of all SAR, particularly those in allied health programs.

This author found these individuals to be very motivated, particularly in view of the struggle which they encounter with the various barriers that they confront to attend a two-year college. These students are attending colleges because they want to be there against all odds and barriers. The writer disagrees with the stereotype of their lack of time constraints. Little difference is observed between these individuals and the student body as a whole. Perhaps the administration and faculty perceptions of the SAR are one of the barriers these students must overcome and one of the problems affecting the success of these students. This issue warrants further study.

Rendon (1989) additionally found some problems in the community colleges when dealing with these students. There
was some faculty resistance to advising and meeting with these students outside of class, racism, insensitivity, and reluctance of some of the faculty to deal with underprepared students. This attitudinal problem must be identified and examined by the faculty of SAR in the community and two-year technical colleges and remedied if the success of these students is to be increased. Rendon (1989) found that faculty channel these students into technical programs rather than transfer programs for the four-year college. In this author's experience, however, the SAR are frequently advised away from allied health because of the academic difficulty of these programs. Most importantly, many faculty feel that they lack the proper training to teach the SAR (Friedlander, 1981).

It must be noted, however, that over half of these students never seek help or ask to meet with faculty (Rendon, 1989 and Friedlander, 1981). Friedlander studied this issue and found that many underprepared students do not seek support services because they do not feel that they need the service (60%), they do not have time to take advantage of the services (25%), the services were offered at inconvenient times (15%), and they heard the service was not helpful (2%).

Besides fulfilling the mission of the community and two-year technical colleges, in terms of access and the belief of many of us in equity in higher education, why are
SAR so important? They impact the political, social, economical, and legal fabric of this country.

The U.S. Department of Labor has estimated that 80% of the coming workforce in the next decade will be comprised of minority groups, immigrants, and women (Fields, 1988). A large number of these individuals will be classified as academically at-risk. Many of these women will be SAR because they are single-head-of-household mothers with enormous financial and familial responsibilities, in addition to perhaps being underprepared to pursue educational goals. Immigrants have the additional risk factor of using English as a second language.

By the year 2000, 30 percent of the 18-24 year age group will be minority groups and by 2025, the 18-24 year age group will be 40 percent minority individuals. In fact, minorities will become the majority of people in the southwest by the year 2000 for the under 30 population. Fields (1988) points out that in the next century, the baby-boomers will be increasingly dependent on minority workers for a tax base and support of social programs such as social security. It is politically, socially, and economically imperative, however, that these individuals benefit from economic mobility if we are to expect them to support taxes for education and social programs which will support the future lower and middle classes. Studies have proven that
the lack of education is the best indicator of unemployment (Fields, 1988).

Additionally, it is clear that there is a drastic underrepresentation of minority students represented in the health careers, which is of particular interest as we enter a manpower crisis in this decade. These students represent a massive underutilized resource for future allied health care workers. Serving the SAR, particularly the minority student, would increase recruitment and retention of students in allied health.

Allen, Higgs, & Holloway (1988), studied SAR applicants for the nursing program at a four-year college. Because nursing faces a similar manpower crisis, given a limited number of enrollment spaces available and an observable decline in the quality and the quantity of applicants, nursing schools have an interest in selecting those individuals most likely to succeed and thus complete the nursing program. Thus, it is imperative as a college administrator that SAR be identified and steps be taken to remedy the problem. For many of these at-risk students, the two-year college is their last hope for opportunity and success.

The literature appears to be filled with models and innovative projects, particularly at the community college level, which are successful in aiding SAR in meeting their educational goal. Apparently, identification of SAR and
reasonable, effective planning to address the special needs of SAR, almost guarantee success. Clearly, SAR are educatable and capable of successfully attaining educational goals when provided with appropriate opportunities.

Academic support services which aid in student success are improved instruction, skills across the curriculum, work experience programs (McCartan, 1988), assessment and placement into appropriate level work, remedial course work, use of peer tutors, monitoring of student behaviors, improving student attitudes about their potential and self-worth, counseling and professional development for faculty of SAR (Carbone, 1987). The goal is individualized instruction for these individuals which is bridged by advising and counseling.

Project Bridge additionally incorporated the culture and language of minority groups into the curriculum and used personal experience as a frequent theme of writing to bring community and a better understanding to the individual learner (Griffith, Jacobs, Wilson, & Dashiell, 1988). Students are kept together for all Bridge classes and continue to have the same teachers so that both student/student and teacher/student bonds develop. In this manner, the students have a strong academic as well as a strong social support system and, thus, attendance remains high and these students are more successful. A special crisis counselor was hired to help students deal with their
real life problems such as abusive relationships, eviction notices, and child care problems. We know that many two-year college students are at risk, simply because they often have more life crisis to deal with than the stereotypical four-year student.

Studies of two- and four-year colleges suggest that personal characteristics and attitudes of personnel had a greater impact on success than did the design and structure of the learning experience (Carbone, 1987). If perceptions of allied health faculty by SAR can be identified and examined, then efforts can be made to improve the learning-teaching environment. Creating an expectation of success for these students is critical in fulfilling their learning process.

Another successful project is the Middle College (Rendon, 1989 and Cullen, 1988). It is an alternative high school which only recruits high-risk students who are potential dropouts and integrates them into college life and courses. The focus is very personal, as in the previous projects, which appears to be the key to success. The students know that the individual faculty care about their success and this seems to motivate them. This can work in other colleges and specifically in allied health programs. The original college was at LaGuardia Community College in New York, however, the idea has now spread to other areas. The Middle College bridges potential SAR dropouts with
college life and community. It provides hope and opportunity for these individuals and has been very successful.

The role of assessment and placement cannot be underestimated. Since studies have shown that over 50% of those students who are at risk do not think that they need help or choose not to seek academic help (Friedlander, 1981), there is an overwhelming movement in the community colleges to mandate assessment and placement into the appropriate courses which will better guarantee student success through diagnosing skill deficiencies, preparedness for college-level work, and planning a curriculum to meet the individual student's educational goal. Roueche, Baker, and Roueche (1986) found that the student's chances of graduating were nine times as likely if the student took the appropriate developmental courses. Additionally, this provides data on student success for accountability of student learning and retention and is one of the three critical conditions for the achievement of excellence in higher education (Bray, 1987). The model for student assessment at Sacramento City College includes not only academic evaluation but consideration of personal characteristics such as length of time out of school, native language, and employment hours anticipated (Bray, 1987). A minimum level of academic preparedness should be attained before a student pursues the technical portion of an allied
health program. Assessment and placement are critical to the retention and success of these students. However, pre-tech courses can be developed for these SAR to solicit their interest in allied health.

With the movement toward assessment, there was a concern about the impact, if any, assessment might have on minority students. The Florida system of higher education mandated articulation between the two- and four-year colleges in 1965; and mandated an assessment program for college level skills in the 1980s. Seventy-eight percent of entering freshmen in public higher education enter the community college. Apparently 90 percent (Tarnaghan, 1987) of the Black students are placed in non-college prep tracks. Increased high school graduation requirements have additionally been mandated in Florida. In spite of this, Black enrollment in higher education has remained constant while Hispanic enrollment has increased. Apparently, assessment in Florida has not hurt minority access to higher education.

Tracking is the final step toward accountability of student success based on assessment and placement and was made possible with the advent of the computer. Now students can be locked out of classes when registering if they have not met the requirements. At Santa Fe Community College, where requirements are set by the state legislature, the student is then required to meet with their advisor before
registration can be completed (Smittle, LaVallee and Carman 1989). Tracking allows attendance to be monitored. A strong positive correlation between attendance and successful academic performance was reported (Roueche, et al., 1986). Tracking aids in the monitoring and support of the SAR because student advisors should be the allied health faculty of the specific program so that a positive bond can develop between the SAR and the faculty member.

The American Association of Community and Junior Colleges' (AACJC) Student Tracking Model provides for a collection of student attributes at admission, monitors student progress quarter by quarter, and then collects extensive student follow-up data such as employment and additional college courses (Palmer, 1989). Columbus State Community College (CSCC) implemented a similar model for all students who enrolled in the college beginning in 1987, which includes extensive longitudinal follow-up data. At CSCC, each faculty is responsible for tracking and meeting with their allied health advisees on a regular basis so that barriers can be removed and the students' educational goals can be attained.

Which SAR are successful? Ochroch and Dugan (1986) studied both successful and unsuccessful high-risk students and found that a greater proportion of those successful were married and female, had high self-esteem, assertiveness, better control of their lives, scored higher on reading
ability, and were attending college to prepare for a job. Both groups studied were predominantly Black, 22 years old, unemployed, had no dependents, and were receiving financial aid.

Fields (1988, p. 25) found that students withdrew from college for the following highly rated reasons: "need to support self or family financially, lack of interest, goals or motivation, experienced time conflicts with job and family obligations, emotional inability to cope with college demands, academic underpreparedness and poor academic performance."

In a study by Quintilian (1985) which asked successful allied health graduates from a large community college to indicate factors which were influential in their retention at the college, they responded flexible scheduling, supportive peers and clinical personnel in hospitals, individualized education options, and faculty acceptance and helpfulness. Minority faculty contacts and recruitment personnel had little impact. Those factors which influenced their recruitment into these allied health programs were printed literature, flexible scheduling, availability of developmental courses, contact with supportive peers and clinical personnel, and faculty acceptance and helpfulness. The author, however, does not indicate the proportion of these students who are SAR. Clearly, personal contact and caring and nurturing of students as individuals has as
strong an influence on student success as instructional plans.

To increase student success, faculty must believe that SAR can learn, must individualize instruction following assessment and placement, must increase contact with students and develop a support system and a bond, learn and integrate other cultures into the curriculum, treat SAR with respect, find out why students drop out of class and pursue them, and track student performance on entering, during, and following completion of the educational goal so that meaningful data can be collected.

It is clear from the literature that SAR are educatible and can be successful if given the appropriate opportunities and supportive environment. With the abundance of at-risk students in the community and other two-year colleges, and the shortage of allied health manpower, it seems prudent that examining the relationship between SAR and their allied health faculty can increase the awareness of areas requiring improvement in those relationships and perhaps increase the impact of the learning-teaching experience.
CHAPTER III
METHODOLOGY

The profiles (N=2) were developed in the form of admission applications, one representing an at-risk student and the other representing a non-at-risk student. A cross-sectional design was utilized to evaluate either the at-risk or the non-at-risk student admission profile. The method of administering the instrument was through the mail.

The Population

The population in this study consisted of all full-time allied health faculty in the 25 two-year public colleges within the state of Ohio. The Ohio Board of Regents (OBOR) Inventory of Technical Programs for Health Technologies was the source for determining which allied health program faculty would be surveyed within the two-year colleges. Only 30 technologies listed by OBOR which had programs existing in the 25 colleges surveyed were included in the study. Nursing and animal health were not included in the study even though they were health technologies; they were clearly not defined as allied health programs. The full-time faculty from a total of 247 allied health programs in
Ohio were included in the population. These programs varied from a maximum of two-years in length to one quarter in length.

The allied health faculty selected were from nine community and 16 two-year technical colleges, and had at least one allied health program which was two years or less in length of completion time.

**Determining the size of the population needed.** The decision to include the faculty of all 25 two-year public colleges in Ohio was based on a statistical power analysis. This methodology was developed by Jacob Cohen (1969) and allowed a *priori* probability of determining an effect in behavioral research. The sample size necessary to have an eighty (80) percent probability of detecting a medium effect in this study was determined. The medium effect is defined as great enough to be visible to the naked eye (Cohen, 1969). For a two-tail or non-directional test at an alpha level of 0.05, 64 cases were needed. Therefore, 128 or at least 64 at-risk and 64 non-at-risk responses were needed for this study to demonstrate a moderate experimental effect.

**Selection of allied health faculty.** All 25 colleges in the study were telephoned. Each college admissions department was asked to send a current college bulletin and an admissions application.

The names of the full-time allied health faculty were
listed in the back of the catalogues. Most faculty were listed by the program(s) which they primarily taught. Shorter, certificate programs such as histology and phlebotomy did not have primary faculty listed because these faculty also teach in other programs. Determining the faculty for Emergency Medical Services (EMS) was difficult because in many colleges, these courses are taught by nursing faculty whose primary responsibility is teaching nursing, and nursing programs were not surveyed in the study. Only those EMS faculty clearly identified as EMS faculty were included in the study.

A mailing list was compiled for this study which included 261 full-time allied health subjects within the two-year technical and community colleges in the state of Ohio.

**Instrumentation**

Data for the research questions were obtained using a questionnaire.

**Admission application profiles.** Admission application profiles were chosen as the vehicle to project the at-risk or non-at-risk status of the student to the population. The perceptions by allied health faculty of both types of students were compared to determine if perceptions about the at-risk allied health students differ significantly from those who were non-at-risk. The practice of using hypothetical candidates which were evaluated with a survey
instrument is common throughout the literature in evaluating personnel hiring practices (Young and Allison, 1982; Young and Joseph, 1989; and Young and Pounder, 1985).

The admission application from Columbus State Community College was chosen as a starting point to develop an at-risk and a non-at-risk student profile (Appendix A). This application included many demographic questions and a "services needed" section which added insight into the student's background and their anticipated responsibilities while attending college. A section for placement test results and recommendations for language development, writing skills development and mathematic skills development was added to the admissions application to indicate whether or not a student was academically at-risk.

The critical incident methodology (Schmeizer, et al., 1987) was used to determine if the modified application for admission included those variables which were identified by a sample of full-time faculty in the two-year college as those which determine at-risk status. Full-time faculty (N=6) who were employed by Columbus State Community College were interviewed as part of this process. They were chosen because each had experience in the two-year college teaching at-risk students. These individuals were asked "What factors would you include in a college admissions application if you wanted to be able to identify an at-risk student?" The question was designed to be open ended to
avoid potential bias. Subjects were prompted to give as many characteristics as possible. All of those individuals who were interviewed associated at-risk status beyond academic performance. They included financial problems, mother of small children, need for daycare, number of hours of employment, physical and mental disabilities, presence of supportive spouse, availability of affordable transportation, age of applicant, and year of high school graduation. All of the traits described in the critical incident analysis were already included in the CSCC admission application. The section involving military service was omitted. A section with reading, writing and mathematics placement recommendations was added. Therefore, after some modifications it was chosen as the instrument to depict both the at-risk and the non-at-risk student.

Although this method identified behaviors or characteristics which were associated with evaluating an issue such as job performance or at-risk status, Kinicki and Bannister (1988) found that determining the anchors for the rating scale is not reliable. Thus, while the critical incident methodology was effective in determining specific factors which identify a student as at-risk, it failed to provide direction in determining which values to attach to the trait when rating. To determine that which constituted an extremely at-risk profile and a non-at-risk profile, 10 composite candidates were developed (Appendix B).
The profiles manipulated high school graduation and GED, age by four years, address from inner city to suburban, length of residence at current address, reason for attending this college, strength of career goal, intended hours of employment while attending college, need for financial assistance, need for day care, need for transportation, need for health care, interest in extracurricular activities and language development, writing skills development, and mathematic skills development recommendations. Name, gender, ethnic background, full-time enrollment and daytime attendance were held constant to control for intravening variables (Table 1). Although disability was seen as an at-risk characteristic, it was not varied in this study. The goal of the manipulation check was to be assured that those evaluating either profile for the study would clearly perceive the status was either that of an at-risk student or a non-at-risk student.

The profiles were randomly mixed so that no logical order existed. They were labeled "A" through "J" on the front left corner and a space for "Rank" was provided in the front right corner. The packets of ten profiles and a cover letter (Appendix B) with instructions were distributed to 13 full-time faculty at CSCC who were chosen because they had experience teaching at-risk students. None of those individuals chosen to rank the admission scenarios were allied health faculty at Columbus State because the allied
Table 1. Variables on At-Risk and Non-At-Risk Hypothetical Admissions Profile

<table>
<thead>
<tr>
<th><strong>Manipulated Variables</strong></th>
<th><strong>Controlled Variable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Name</td>
</tr>
<tr>
<td>Length of Present Residence</td>
<td>Home Phone Number</td>
</tr>
<tr>
<td>Work Phone Number</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Length of Residence at Previous Address</td>
<td>Gender</td>
</tr>
<tr>
<td>Place of Birth</td>
<td>Primary Language</td>
</tr>
<tr>
<td>Name &amp; Location of High School</td>
<td>USA Citizen</td>
</tr>
<tr>
<td>Type of H.S. Certificate &amp; Date</td>
<td>Ethnic Background</td>
</tr>
<tr>
<td>Reason for Attending College</td>
<td>Previous College</td>
</tr>
<tr>
<td>Hours of Employment</td>
<td>Credit</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Highest College</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Degree</td>
</tr>
<tr>
<td>Financing of Education</td>
<td>Full-Time Enrollment</td>
</tr>
<tr>
<td>Finding Employment</td>
<td>Day Classes</td>
</tr>
<tr>
<td>Daycare Services</td>
<td>Type of Work Being</td>
</tr>
<tr>
<td>Transportation to Campus</td>
<td>Pursued</td>
</tr>
<tr>
<td>Housing</td>
<td>Handicapped Services</td>
</tr>
<tr>
<td>Reading Skills Improvement</td>
<td>Choosing a major or career</td>
</tr>
<tr>
<td>Study Skills Improvement</td>
<td>Amount of education to reach career goal</td>
</tr>
<tr>
<td>Writing Skills Improvement</td>
<td></td>
</tr>
<tr>
<td>Clubs &amp; Student Activities</td>
<td></td>
</tr>
<tr>
<td>Work experience credit, transfer</td>
<td></td>
</tr>
<tr>
<td>credit, or credit by examination</td>
<td></td>
</tr>
</tbody>
</table>
health faculty would be surveyed in the final study. All faculty responded and the results were tabulated. This Q-sort technique, which was developed by William Stephenson (Green, et al., 1988, p. 308), is useful when sorting or categorizing items or statements.

The least at-risk and most at-risk profiles were chosen based on the sample means. The lowest profile mean was determined to be the non-at-risk profile and the highest profile mean was determined to be the maximumly at-risk profile (Table 2). Through this manipulation, Application C was chosen to represent the "at-risk" status and Application D was chosen to represent the "non-at-risk" status in the study.

The evaluating instrument. A structured questionnaire was used to evaluate either the at-risk admission application profile or the non-at-risk admission application profile by the population of allied health faculty. A standardized instrument did not exist for investigating faculty perceptions of at-risk students, therefore, a questionnaire was chosen which was initially developed by students in a graduate level course on the community college at The Ohio State University. This course was taught by Dr. William Moore, Jr., Professor in the Department of Educational Policy and Leadership, who is an expert on the community college and the at-risk student. Dr. Moore finalized and pilot tested this survey (Appendix C) which
Table 2. Q-Sort Results for Determining At-Risk and Non-At-Risk Hypothetical Profiles

<table>
<thead>
<tr>
<th>Application</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Mean: 5.31 7.54 9.69 1.3 5.77 8.46 3.39 5.54 2.69 5.31
Std. Dev.: 2.66 1.66 0.63 0.7 1.64 0.97 1.45 1.45 1.18 2.06

identifies faculty perceptions of SAR.\(^1\) The reliability of this instrument was 0.69 using coefficient alpha to measure internal consistency.

The instrument consisted of Likert-type scales. With slight modifications, the initial instrument for this study contained 23 statements and a demographic section (Appendix

\(^1\) This instrument was used with the permission of Dr. William Moore, Jr.
D). The statements were divided into three sections: student characteristics, expected student outcomes and questions which evaluate perceptions about teaching this student.

A pilot test was performed on this modified instrument to identify the underlying constructs within the statements which would be used for this study. All full-time faculty except those teaching in the allied health programs (N=165) at CSCC were mailed the at-risk student application profile which was chosen through the Q-sort technique and the modified survey which contained 23 statements to be evaluated plus a demographic section. The purpose of this instrument was to evaluate perceptions regarding this hypothetical at-risk student. The allied health faculty were not included because they would be surveyed in the final study.

A factor analysis using the SPSS computer program with principle component analysis was performed on the data from 105 full-time faculty who chose to participate in the study. The results of the factor analysis yielded three underlying factors within the survey: 1) teaching students; 2) student success; and 3) student educational needs. The varimax
rotated factor matrix yielded 13 variables within the three factors (Table 3).

The criteria used to determine which variables to include within each factor were those with greater than 0.6 loading values. A variable was eliminated, if a significant loading value (0.3 or greater) occurred for another factor. These three factors which are the dependent variables of this study, were evident from the scree plot (Figure 1) and account for 54.5% of the variance within the set of 23 variables. The resulting evaluating instrument (Appendix E) was comprised of 13 statements to be evaluated within the three factors (Table 4) plus a demographic section. The reliability of this instrument was 0.86 for factor 3 (teaching students), 0.93 for factor 2 (student success), and 0.80 for factor 1 (student educational needs) using coefficient alpha.

Research Hypotheses

The primary purpose for this study was to address the perceptions which existed within the allied health faculty toward the at-risk student in allied health programs.

Specific null hypothesis which were tested:

1. Faculty perceptions of student educational needs did not differ for at-risk and non-at-risk students.
<table>
<thead>
<tr>
<th></th>
<th>FACTOR 1</th>
<th></th>
<th>FACTOR 2</th>
<th></th>
<th>FACTOR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAR21</td>
<td>0.85307</td>
<td></td>
<td>0.10182</td>
<td></td>
<td>-0.10095</td>
</tr>
<tr>
<td>VAR22</td>
<td>0.83889</td>
<td></td>
<td>-0.01650</td>
<td></td>
<td>-0.02670</td>
</tr>
<tr>
<td>VAR20</td>
<td>0.83645</td>
<td></td>
<td>-0.02053</td>
<td></td>
<td>0.02667</td>
</tr>
<tr>
<td>VAR16</td>
<td>-0.78909</td>
<td></td>
<td>-0.10776</td>
<td></td>
<td>0.15426</td>
</tr>
<tr>
<td>VAR17</td>
<td>-0.76664</td>
<td></td>
<td>-0.18527</td>
<td></td>
<td>0.11488</td>
</tr>
<tr>
<td>VAR15</td>
<td>0.66140</td>
<td></td>
<td>0.19922</td>
<td></td>
<td>-0.18798</td>
</tr>
<tr>
<td>VAR23</td>
<td>0.58542</td>
<td></td>
<td>0.09454</td>
<td></td>
<td>-0.32365</td>
</tr>
<tr>
<td>VAR7</td>
<td>0.56936</td>
<td></td>
<td>0.15898</td>
<td></td>
<td>-0.08761</td>
</tr>
<tr>
<td>VAR19</td>
<td>0.55322</td>
<td></td>
<td>0.24101</td>
<td></td>
<td>0.21701</td>
</tr>
<tr>
<td>VAR6</td>
<td>0.48021</td>
<td></td>
<td>0.29186</td>
<td></td>
<td>-0.41032</td>
</tr>
<tr>
<td>VAR5</td>
<td>0.47653</td>
<td></td>
<td>0.26615</td>
<td></td>
<td>-0.35863</td>
</tr>
<tr>
<td>VAR18</td>
<td>0.17366</td>
<td></td>
<td>0.08084</td>
<td></td>
<td>-0.08309</td>
</tr>
<tr>
<td>VAR13</td>
<td>0.03973</td>
<td></td>
<td>0.89343</td>
<td></td>
<td>-0.11274</td>
</tr>
<tr>
<td>VAR11</td>
<td>0.22402</td>
<td></td>
<td>0.86506</td>
<td></td>
<td>-0.11954</td>
</tr>
<tr>
<td>VAR12</td>
<td>0.19370</td>
<td></td>
<td>0.83375</td>
<td></td>
<td>-0.00385</td>
</tr>
<tr>
<td>VAR14</td>
<td>0.06617</td>
<td></td>
<td>0.82037</td>
<td></td>
<td>-0.21179</td>
</tr>
<tr>
<td>VAR2</td>
<td>0.15440</td>
<td></td>
<td>0.37478</td>
<td></td>
<td>-0.09670</td>
</tr>
<tr>
<td>VAR8</td>
<td>0.02417</td>
<td></td>
<td>-0.04756</td>
<td></td>
<td>0.77194</td>
</tr>
<tr>
<td>VAR9</td>
<td>0.01838</td>
<td></td>
<td>0.08260</td>
<td></td>
<td>0.71710</td>
</tr>
<tr>
<td>VAR3</td>
<td>-0.22196</td>
<td></td>
<td>-0.07427</td>
<td></td>
<td>0.70037</td>
</tr>
<tr>
<td>VAR1</td>
<td>-0.13432</td>
<td></td>
<td>-0.32876</td>
<td></td>
<td>0.69247</td>
</tr>
<tr>
<td>VAR10</td>
<td>0.16521</td>
<td></td>
<td>0.43708</td>
<td></td>
<td>-0.56680</td>
</tr>
<tr>
<td>VAR4</td>
<td>-0.23314</td>
<td></td>
<td>-0.26538</td>
<td></td>
<td>0.46580</td>
</tr>
</tbody>
</table>
Figure 1. Scree Plot of Factor Analysis
Which was Performed on the Pilot Test
of the Evaluating Instrument
Table 4. Related Statements Within Each Dependent Variable

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Educational Needs</td>
<td>1. This student has grown up in a family where education is not valued.</td>
</tr>
<tr>
<td></td>
<td>2. This student will need help outside of class.</td>
</tr>
<tr>
<td></td>
<td>3. This student will require additional classroom time.</td>
</tr>
<tr>
<td>Student Success</td>
<td>4. This student will successfully complete the didactic portion of this program.</td>
</tr>
<tr>
<td></td>
<td>5. This student will successfully complete the clinical portion of this program.</td>
</tr>
<tr>
<td></td>
<td>6. This student will successfully complete this program.</td>
</tr>
<tr>
<td></td>
<td>7. This student is likely to pass the certification or registry exam.</td>
</tr>
<tr>
<td>Teaching Students</td>
<td>8. This student should be admitted to this program.</td>
</tr>
<tr>
<td></td>
<td>9. Accepting students who are similar to this one into this program will eventually weaken the quality of graduates from this program.</td>
</tr>
<tr>
<td></td>
<td>10. To teach this student, I would need to &quot;water-down&quot; the material I teach.</td>
</tr>
<tr>
<td></td>
<td>11. My professional training and experience has prepared me to successfully teach this student.</td>
</tr>
<tr>
<td></td>
<td>12. I would enjoy teaching this student.</td>
</tr>
<tr>
<td></td>
<td>13. I would find teaching this student professionally satisfying.</td>
</tr>
</tbody>
</table>
2. Faculty perceptions of student's ability to succeed do not differ for at-risk and non-at-risk students.

3. Faculty beliefs regarding teaching do not differ for at-risk and non-at-risk students.

Procedure for Collecting Data

The population of allied health faculty who were asked to participate in the study were assigned at random either to an at-risk profile (Appendix F) or a non-at-risk profile (Appendix G). This study uses a randomized group design. One independent variable (at-risk status) is manifested in two levels by using an at-risk profile and a non-at-risk profile. The three dependent variables are: 1) student educational needs; 2) student success; and 3) teaching students.

All individuals received the same evaluating instrument (Appendix E). The packet which was mailed to the population contained the following: 1) a letter which explained the importance of the study and asked for their response (Appendix H); 2) either an at-risk or a non-at-risk hypothetical student admission application; 3) an evaluating instrument; 4) a magnet as an incentive which read "Thank you for supporting allied health education"; and 5) a self-addressed return stamped envelope.

The questionnaires provided confidentiality in so far as responses would not be identified with their name. Data
would be reported in aggregate. An identification number was used so that non-respondents could be identified and recontacted. A reminder card was mailed at the end of the second week to all non-respondents. At the end of the third week the packets were again mailed to those individuals who had not responded and a new cover letter was attached (Appendix H).

Design and Statistical Analysis of Data

The data collected were analyzed by the multivariate analysis of variance (MANOVA) using the SPSS computer program. This method of analysis is appropriate with one independent variable with multiple levels and more than one dependent variables. The independent variable was at-risk status and the dependent variables were those three delineated through the factor analysis and principal component methodology which was performed on the pilot test. Initially, the vector means will be tested.

\[ H_0: \overline{X}_{SAR} = \overline{X}_{NAR} \]

If the null hypothesis is rejected, then the individual hypotheses will be tested. The criteria for accepting or rejecting the null hypothesis will be 0.05 alpha level.
CHAPTER IV
ANALYSIS OF DATA

This chapter reports the results of the data analyses of responses received from the allied health faculty in the two-year technical and community colleges in Ohio. The purpose of this study is to determine the effect of at-risk status of a student on the perceptions of allied health faculty. The perceptions of faculty toward at-risk students and non-at-risk students were compared to determine if the perceptions toward the at-risk student differed significantly from those who were non-at-risk. Hypothetical admission application profiles were the vehicle used to project the at-risk or non-at-risk status. The instrument used consisted of 13 questions which represented three major constructs of importance and a demographic section. The research questions investigated in this study were:

1. Do faculty perceptions of a student's educational needs differ for at-risk and non-at-risk students?
2. Do faculty perceptions of a student's ability to succeed differ for at-risk and non-at-risk students?
3. Do faculty perceptions of teaching differ for at-risk and non-at-risk students?

Respondents

A total of 261 surveys of hypothetical admission application profiles were mailed to the allied health faculty at two-year colleges in Ohio. After a follow-up mailing, a total of 201 responses were received. This represented a 77.0% return rate for the survey. These individuals represented 81 allied health programs from 25 two-year community and technical colleges in Ohio.

A 10% sample of those 60 individuals who did not respond were telephoned. Of those non-respondents, one had not returned from Desert Storm, one had left the college, one did not have time to complete the survey, and the remaining three did not like the survey instrument because they did not feel that it was possible to predict student success without other criteria such as high school transcripts or personal interview.

Demographic Profile of Respondents

Age of Respondents. Of those who responded, 3% (6) ranged from age 26 to 30 and 15.7% (31) ranged in age 31 to 35 (Table 5). The two largest groups were those from 36 to 40 years of age who represented 25.9% (51) and those from 41 to 45 years of age who represented 23.4% (46). The group between ages 46 and 50 years represented 14.2% (28) of those who responded. The group of respondents who were above 50
Table 5. Age Range of Respondents in Years

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 - 30</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>31 - 35</td>
<td>31</td>
<td>15.7</td>
</tr>
<tr>
<td>36 - 40</td>
<td>51</td>
<td>25.9</td>
</tr>
<tr>
<td>41 - 45</td>
<td>46</td>
<td>23.4</td>
</tr>
<tr>
<td>46 - 50</td>
<td>28</td>
<td>14.2</td>
</tr>
<tr>
<td>Over 50</td>
<td>35</td>
<td>17.8</td>
</tr>
<tr>
<td>Total</td>
<td>197*</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Four individuals did not respond to the question.

years of age were slightly more in number than the 31 to 35 year range at 17.8% (35). Although the age of respondents varied, 49.3% (97) of those who responded were between the ages of 36 and 45 years.

Sex of Respondents. The majority of those allied health faculty who responded were females which agrees with the findings in the literature of allied health professionals as a whole. Of those who responded, 73.9% (145) were female while only 25.9% (51) were male.

Ethnicity of Respondents. The overwhelming majority, 94.0% (189) of the respondents from the two-year college were white, with 3.1% (6) African-American/Black, and only
0.5% (1) Asian. This finding is not surprising, considering the underrepresentation of ethnic minorities in allied health programs.

**Educational Level of Respondents.** The highest educational level achieved by those allied health faculty who responded ranged from an associate degree to a doctorate degree. Of those who responded, 4.6% (9) had attained an associate degree and 32.5% (64) had attained a bachelor degree. The largest group of faculty who responded were those having a masters degree with 53.8% (106). Only 9.1% (18) had achieved a doctorate.

**Teaching Experience of Respondents.** The years of teaching experience at a two-year institution varied. Three groups were very similar: five years of less, 6 to 10 years, 11 to 15 years with 25.9% (51), 22.8% (45), and 24.4% (48), respectively, of respondents. These three groups comprised 73.1% (144) of all respondents. However, the 16 to 20 year group was also large, including 18.8% (37) of those who responded. Only 8.0% (16) of those faculty who responded have been teaching at the two-year college for more than 20 years. The majority of those who responded were experienced in teaching the two-year student.

**Estimation of Childhood Socioeconomic Environment.** This question asked the respondent to estimate the socioeconomic environment in which they were reared. The majority of those who responded, 49.7% (97) believed that
they grew up in a middle class environment. However, 27.2% (53) believed that their families were upper-middle class. Only 0.5% (1) believed that their family was upper class. Finally, 21.0% (41) of the respondents believed that they were from lower-middle class homes, and only 1.5% (3) were from lower class homes.

**Allied Health Program of Respondents.** Table 6 illustrates the distribution of respondents by the allied health program in which they teach. The program with the highest response was dental hygiene with 12.9% (25) respondents. Following close behind were medical laboratory faculty at 10.8% (21), radiologic faculty with 10.3% (20), then respiratory care with 8.8% (17) and medical assisting faculty at 7.7% (15). Similar response rates were found in emergency medical services with 4.1% (8), medical records with 4.6% (9), mental health/social services with 4.1% (8), occupational therapy with 3.6% (7), physical therapy with 3.6% (7), and surgical assisting with 3.1% (6). Those programs with the least faculty respondents were dental laboratory at 1.5% (3) and cardiovascular programs with 0.5% (1). These responses mirror the distribution of allied health programs found in Ohio. The category called "none of the above" had a response rate of 19.0% (37) which is large because several allied health programs are taught by registered nurses who primarily teach in nursing programs. Frequently, nurses teach in surgical assisting,
<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>25</td>
<td>12.9</td>
</tr>
<tr>
<td>Dental Laboratory</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Medical Dietetics</td>
<td>10</td>
<td>19.6</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>8</td>
<td>4.1</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>15</td>
<td>7.7</td>
</tr>
<tr>
<td>Medical Laboratory</td>
<td>21</td>
<td>10.8</td>
</tr>
<tr>
<td>Medical Records</td>
<td>9</td>
<td>4.6</td>
</tr>
<tr>
<td>Mental Health/Social Services</td>
<td>8</td>
<td>4.1</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>7</td>
<td>3.6</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>7</td>
<td>3.7</td>
</tr>
<tr>
<td>Radiology</td>
<td>20</td>
<td>10.3</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>17</td>
<td>8.8</td>
</tr>
<tr>
<td>Surgical Assisting</td>
<td>6</td>
<td>3.1</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>None of the Above</td>
<td>37</td>
<td>19.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>194</td>
<td>100.0</td>
</tr>
</tbody>
</table>
cardiovascular programs, medical assisting, and emergency medical services. A category for nursing was excluded because nursing is not an allied health program, which is the focus of this study.

Analysis of the Data

At-Risk and Non-At-Risk Respondents. Although there were 201 respondents to the survey, only 192 surveys were accepted. Several cases (N=9) were rejected because of missing data. This study required data analysis using MANOVA. Of those accepted for analysis, 94 responses were from faculty who evaluated the non-at-risk hypothetical admissions profile and 98 responses were from faculty who evaluated the at-risk hypothetical profile.

Means and Standard Deviations of the Dependent Variables. Although the final survey for this study consisted of evaluating thirteen statements, the factor analysis yielded three underlying constructs which were used as the dependent variables in this research. Factor one (student educational needs) reflected the survey responses to items one, two, and three (Table 4). Statements four, five, six and seven were included in factor two (student success). Finally, factor three encompassed responses on surveys to statements 8, 9, 10, 11, 12, and 13. The resulting cell means and standard deviation for the three dependent variables can be found in Table 7. The variation in the means reflects not only differences in responses, but
Table 7. Cell Means and Standard Deviations

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Educational Needs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAR</td>
<td>94</td>
<td>10.340</td>
<td>1.841</td>
</tr>
<tr>
<td>SAR</td>
<td>98</td>
<td>6.673</td>
<td>1.904</td>
</tr>
<tr>
<td>ALL</td>
<td>192</td>
<td>8.469</td>
<td>2.621</td>
</tr>
<tr>
<td><strong>Student Success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAR</td>
<td>94</td>
<td>14.426</td>
<td>2.279</td>
</tr>
<tr>
<td>SAR</td>
<td>98</td>
<td>12.163</td>
<td>2.423</td>
</tr>
<tr>
<td>ALL</td>
<td>192</td>
<td>13.271</td>
<td>2.607</td>
</tr>
<tr>
<td><strong>Teaching Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAR</td>
<td>94</td>
<td>23.149</td>
<td>3.135</td>
</tr>
<tr>
<td>SAR</td>
<td>98</td>
<td>21.357</td>
<td>4.294</td>
</tr>
<tr>
<td>ALL</td>
<td>192</td>
<td>22.235</td>
<td>3.867</td>
</tr>
</tbody>
</table>
differences in the number of items within each factor. The standard deviations are large, suggesting a wide range of responses. The largest variation (3.867) in response occurred with factor three, considering the at-risk and non-at-risk responses together. This occurred because a favorable response was scored high to low for statements 11, 12, and 13. A favorable response for statements 9 and 10 was scored low to high. Both factors one and two had similar standard deviations (2.621 and 2.607 respectively) when considering all respondents.

Testing the Vector Means. The Hotelling's $T^2$ test is the simplest form of MANOVA and is a multivariate test which is used to test the overall significance of the vector means ($N=3$) between the at-risk responses and the non-at-risk responses. It tests the null hypothesis which states that there is no significant difference between responses from the non-at-risk group and the at-risk group. Hotelling's test revealed a significant difference between these two groups ($\alpha=0.001$, $df=3,188$) and, therefore, the null hypothesis is rejected.

Testing the Individual Dependent Variables. The next step in the analysis was to examine the individual means of each dependent variable. This was accomplished using the univariate F-test. The results are illustrated in Table 8. The first hypothesis states that faculty perceptions of
Table 8. Univariate F-tests of At-Risk Status on Faculty Responses

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Variable</th>
<th>Hypothesis SS</th>
<th>ERROR SS</th>
<th>Hypothesis MS</th>
<th>Error MS</th>
<th>Univariate F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-Risk Status</td>
<td>Educational</td>
<td>645.155</td>
<td>666.657</td>
<td>645.155</td>
<td>3.509</td>
<td>183.872</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>245.550</td>
<td>1052.366</td>
<td>245.550</td>
<td>5.539</td>
<td>44.333</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td>154.038</td>
<td>2702.415</td>
<td>154.038</td>
<td>14.223</td>
<td>10.830</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*df=1,190
student educational needs do not differ for at-risk and non-at-risk students. This hypothesis was rejected. A significant difference was found between the responses of those who evaluated the at-risk profile and those who evaluated the non-at-risk profile. The second null hypothesis which was tested stated that faculty perceptions of a student’s ability to succeed do not differ for at-risk and non-at-risk students. This hypothesis was rejected. A significant difference was found between the responses of those who evaluated the at-risk profile and those who evaluated the non-at-risk profile. Finally, the specific null hypothesis for factor three states that faculty beliefs regarding teaching students do not differ for at-risk and non-at-risk students and was found to be significant and, thus, the null hypothesis was rejected. There were significant differences found between the two groups of responses.

In summary, the allied health faculty in the two-year colleges in Ohio perceive a student’s ability to succeed significantly different for an at-risk and non-at-risk student. Faculty perceive that the educational needs of the student differ significantly for at-risk and non-at-risk students. Finally, Ohio allied health faculty beliefs regarding teaching differ significantly for at-risk and non-at-risk students.
CHAPTER V
FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

The major purpose of this research was to identify the perceptions of allied health faculty toward the at-risk student in the two-year college. A shortage of many types of competently trained allied health professionals presently exists. The changing demographics of society have decreased the pool of academically prepared traditional students who are interested in allied health professions. Further, the majority of students entering the two-year technical and community colleges are at-risk because of academic underpreparedness, familial responsibilities, financial responsibilities, and/or cultural differences. Often the relationship between a student, particularly the at-risk student and their faculty is a cornerstone in the success and retention of that student. Faculty perceptions toward the at-risk student are important to understand if we are to create a supportive relationships between the at-risk student and the faculty.

In order to gather information which is relevant to understanding this relationship, the following questions were proposed:
1. Do faculty perceptions of students' educational needs differ for at-risk and non-at-risk students?
2. Do faculty perceptions of a student's ability to succeed differ for at-risk and non-at-risk students?
3. Do faculty perceptions of teaching differ for the at-risk and the non-at-risk student?

Findings and Implications

The findings from this study were consistent with opinions in the literature and perpetuate the non-supportive relationship which has been observed in the two-year technical and community colleges toward the at-risk student. First, the overall findings of the research will be discussed, then the individual dependent variables will be considered.

Overall Findings. An overall strength of this research was that for each research question, the perceptions about the at-risk student were compared to the perceptions regarding the non-at-risk student which were held by allied health faculty in the two-year college. This was an important consideration because while the literature frequently cites the observation of a non-supportive teacher-at-risk student relationship, it does not empirically demonstrate the comparison of the beliefs and perceptions of this relationship to the beliefs and perceptions of the relationship and support of the non-at-
risk student. While the literature is full of empirical evidence regarding the student-teacher relationship in primary and secondary education, it is lacking for higher education. This comparison is paramount to demonstrate that at-risk students are indeed perceived differently by allied health faculty than non-at-risk students.

The instrument used for this research consisted of thirteen specific questions which were determined through factor analysis to assess faculty perceptions regarding 1) the student's educational needs or requirements, 2) student's ability to succeed, and 3) teaching the student. These are three major constructs which surface when evaluating or forming perceptions about a student. Opinions about these three concepts inevitably impact every student-teacher relationship. The overall finding of this study which was demonstrated through the Hotelling's $T^2$ test revealed a significant difference between the beliefs and perceptions regarding the at-risk student and the non-at-risk student. This suggests that once at-risk status has been identified, opinions and perceptions are formed by faculty which differ from those formed regarding the non-at-risk student. These faculty opinions and attitudes are important because they are barriers which must be overcome if the at-risk student is to be given access to opportunity and success. The literature is full of myths regarding the at-risk student which are empirically unfounded. Could
these myths impact a student’s ability to be accepted into an allied health program and could they affect recruitment and retention of at-risk students in allied health programs? Do these myths predestine some students to succeed and others not to in a self-fulfilling prophecy? The implications of these findings are overwhelming.

Student Educational Needs. Faculty perceptions of student educational needs were found to be different for those faculty who evaluated the at-risk hypothetical profile and those faculty who evaluated the non-at-risk student profile. The aggregate response to statements that the student grew up in a family where education was not valued; the student will need help outside of class; and the student will require additional classroom time demonstrated a much less favorable response toward the hypothetical at-risk student than the hypothetical non-at-risk student. This finding demonstrated that faculty in general perceive that at-risk students require additional time and attention from faculty than do non-at-risk students. Rendon (1989) found that faculty and administrators when observed in six community colleges were resistant to advising and meeting with these students outside of class. This perceived requirement of at-risk students perpetuates a less positive student-teacher relationship which develops from communicative and supportive interaction. Do at-risk students empirically require a significant amount of
additional help? This assumption was not evident in the literature. It does not necessarily follow that the at-risk student requires additional faculty time. On the contrary, these students frequently lack the additional time for outside help because of employment obligations and/or familial responsibilities. Friedlander (1981) found that those at-risk students who need help do not seek help because of work schedules, family responsibilities, and because help is often offered at times which are not convenient. The at-risk student is motivated to seek help but help is often precluded by other responsibilities. However, if students, whether at-risk or non-at-risk, do require additional help, both within and outside of class, is that not a basic expectation of teaching? Is that expectation why conference hours are required? Faculty who are resistant to helping any student further perpetuate the negative, non-supportive student-teacher relationship attributed to such faculty. This undoubtedly affects recruitment and retention of all students.

Within this construct of student educational needs is the less favorable belief that the at-risk student has grown up in a family where education is not valued. It is therefore understandable that such beliefs affect the perceptions and attitude of faculty toward the at-risk student. There is a lack of empirical evidence in the literature to support this belief. Fields (1988) and Rendon
and Mathews (1989) observed that at-risk students lack parental understanding of the value of higher education and their involvement in their child's education. It is a myth that families of at-risk students value education any less than do families of non-at-risk students. Frequently, they may not be able to financially support their college-age child's education, or may be working several jobs to support their family and less available, but all parents take pride in their offspring's accomplishments. Additionally, the student is an adult in higher education, who often has children of their own, and function independently of family beliefs. Frequently, their goal is to set an example of upward mobility for their children to follow. In this author's experience, the at-risk student often values education more than the non-at-risk student because they see succeeding in higher education as an opportunity for financial survival while the non-at-risk student may take education for granted. Is growing up in a family where education is valued necessary for an at-risk student to be successful? Inherent in the question is another idea which perpetuates a myth which causes beliefs and attitudes toward the at-risk student to be less favorable. The implications of this finding are powerful. The stereotypical perceptions which exist within allied health faculty regarding at-risk students perpetuate myths that destroy the individual student and create barriers to success.
The problems which are evident when examining faculty perceptions of educational needs regarding the at-risk student appear to be problems within the allied health faculty, not the at-risk student.

**Student Success.** Faculty perceptions of a student's ability to succeed are the cornerstone in the concept of teaching. For some time now, there has been a belief that a student will strive to achieve a teacher’s level of expectation. Faculty in higher education must believe in their students' ability to succeed if they are to create a climate of mutual respect and a positive student-teacher relationship. In this research, perceptions of a student's ability to succeed were found to be different by faculty who evaluated the at-risk profile from those who evaluated the non-at-risk profile. The faculty who evaluated the at-risk profile found the at-risk student less likely to succeed (i.e. complete their program; complete the clinical portion; complete the didactic portion; and pass a certification examination) than the faculty who evaluated the non-at-risk profile. This finding is alarming and unconscionable when one considers that the two-year technical and community public college was chosen as the vehicle to higher education for the at-risk student with a mission of access and equity to educational opportunity for all. This finding is not surprising, however, if the findings in the literature by Rendon and Mathews (1989) which cite faculty resistance to
advising and helping at-risk students, insensitivity to student needs, and the presence of racism are true. If these students are less likely to succeed, it is because they are forced to conquer these additional barriers in pursuit of their goals in higher education.

Most at-risk students, in fact, can succeed. The literature is filled with models and innovative projects within the two-year technical and community colleges which establish that SAR are educable and capable of success when they are given the opportunity. This belief has been demonstrated repeatedly. A common thread which exists throughout all of these successful projects, however, is not just tangible support such as day care, financial assistance, social services, flexible scheduling, and tutoring, but more importantly, emotional support. Ironically, these same concerns are found in the corporate world, where the worker seeks the same support. Every successful project found in the literature contains a very personal component. These projects are not just about teaching style or curriculum content, but are about a caring, nurturing, and supportive personal relationship which is evident through the bonding between the student and the faculty member. This exemplifies a positive student-teacher relationship. Such a relationship is improbable if faculty perceive that the at-risk student is less likely to succeed. Both Rendon (1989) and Cullen (1988) found in
Middle College projects that if students believe that the individual faculty members care about their success, the student is motivated. In a study by Carbone (1987) which examined both two- and four-year colleges, personal characteristics and attitudes of faculty had a greater impact on student success than did design and structure of the learning experience. Quintilian (1985) asked successful allied health graduates from a community college to indicate which factors were influential in their retention at the college. Their responses were faculty acceptance and helpfulness, supportive peer and clinical personnel, and flexible scheduling. Factors indicated by these students which were important in their recruitment into allied health programs were again, faculty acceptance, support and helpfulness, contact with supportive peers and clinical faculty, availability of developmental courses, flexible scheduling, and printed literature.

Repeatedly, the personal bond between the student and the teacher is found in the literature to perpetuate student success. This bond is unlikely if the allied health faculty believe that the at-risk student is less likely to succeed. If at-risk students are truly less likely to succeed, this may be due as much to the failure of the faculty and college administrators to serve the needs of the student, as to the perceived lack of ability and desire of the at-risk student. Higher education is a business in which a financial contract
exists between the college and the consumer, who is the student. Thus, the "marketing concept" should dominate every campus which states that the college must serve the consumer. With a movement toward an increase in consumerism and fiscal accountability in recent years, colleges, like every other business, are doomed to failure if they fail to serve the needs of the consumer.

Another implication of this finding deserves attention. With the decrease in the quality and quantity of applicants in health careers (Allen, et al., 1988; Karni and Seibert, 1988) and the changing demographics of the next decade which suggest an increase in the number of at-risk students and given a limited number of enrollment spaces, admissions committees are likely to choose those individuals who they perceive to be likely to succeed and complete the program. Thus, at-risk students are less likely to be admitted into health care programs and given an opportunity to succeed. This represents a major underutilization of resources when a manpower crisis is presently evident and predicted to worsen in coming years.

**Teaching Students.** As previously discussed, the bond between a student and their teacher is a cornerstone in the success of a student. In this research, faculty perceptions and beliefs about teaching were found to be significantly different for those individuals who evaluated the hypothetical at-risk candidate and those who evaluated the
hypothetical non-at-risk candidate. This construct addressed a wide range of responses which included whether the student should be admitted to the program; whether their acceptance would weaken the quality of the future graduates; would material taught need to be diluted; were they trained and experienced to teach the student; and finally, would they enjoy teaching this student and would they find teaching this student professionally satisfying. There are significant differences in perceptions of teaching students. The results of this study indicate that the perceptions and beliefs of allied health faculty were less favorable toward teaching at-risk students than toward non-at-risk students.

This finding is disheartening. One hopes that teachers, for the good of their students, would enjoy teaching and find it professionally satisfying, but moreover, that if one enjoys teaching, they would equally enjoy teaching anyone who wants to learn. If faculty do not enjoy teaching at-risk students, it is often evident by their lack of support, lack of interaction, and inflexibility in time requirements.

Clearly, at-risk students want to learn. They are motivated enough to overcome insurmountable obstacles such as familial responsibilities, employment responsibilities, financial responsibilities, academic deficiencies, and even a nonsupportive student-teacher relationship. Oftentimes, they have more at stake in reaching their goal than the non-
at-risk student, perhaps financial survival, providing a home so they can support their children, and setting an example to rise above poverty. At-risk students are frequently required to complete many additional courses in the two-year college to compensate for insufficiencies which were perpetuated during their primary and secondary education. These insufficiencies often require additional coursework in developmental education as well as algebra, biology, and chemistry which are prerequisites for acceptance into most allied health programs. These students were recurrently placed into lower tracks rather than college preparatory tracks in high school where they were in crowded classrooms, often with less qualified teachers and with less access to counseling support (Rendon and Mathews, 1989). Consequently, most were not given the opportunity to attend college or adequately prepare for college work, and certainly were not encouraged to pursue, and may not have been aware of, health career opportunities. The motivation of at-risk students, however, is powerful enough to overcome these barriers.

At-risk students may have had the ability to pursue higher education but because of social and economic pressured missed this opportunity. This missed opportunity may embody many reasons, including societal ones. The community and two-year colleges were established on the premise that they could serve all who would attend,
regardless of at-risk status. This mission was sold to the legislatures, business and industry, the community, the taxpayers, the parents and the study body, irrespective of class, race, gender, age, or academic preparedness. Having sold this idea, there is an expectation by these constituents that the two-year college can provide that which was promised. Hence, there is not only a legal but a moral obligation to remedy past educational inadequacies and provide them with the necessary support and opportunity to successfully pursue higher education.

Within the construct of teaching students and the less favorable response indicated in this study toward teaching the at-risk student, faculty beliefs and perception about admitting these students to allied health programs may differ. As discussed previously, if students are perceived as being less likely to succeed, this may impact their admittance into allied health programs. This is an underutilization of manpower during a time of crisis and denial of opportunity because allied health faculty seem to perpetuate stereotypical myths about the at-risk student. These myths must be dismantled if we are to serve the at-risk student and fulfill manpower requirements of health care providers in the future.
Two of the variables within the construct of teaching students which were viewed less favorably for at-risk students, suggest that faculty perceive the quality of course content and the quality of graduates to change because of the presence of at-risk students. This perception is neither supported by empirical studies, nor is it a rational conclusion. Because a faculty member adapts instructional delivery to meet the needs of a diverse student population, relaxes time requirements, or takes the time to develop a strong student-teacher relationship, this does not suggest that quality must be sacrificed. This is another stereotypical myth not supported empirically among some allied health faculty which is detrimental to a student's ability and opportunity to succeed.

The final implication of this study is a positive and powerful one and offers a glimmer of hope for the future of at-risk education. Within the construct of teaching is a variable which suggests the recognition by allied health faculty that professional training and experience may have prepared them less favorably to successfully teach the at-risk students. This finding is more easily remedied than the long-term stereotypical attitudes which exist. There is a recognition that allied health faculty need to be better prepared to teach the at-risk student and, therefore, this finding is very optimistic. Perhaps this suggests that a
significant number of allied health faculty care about successfully teaching the at-risk student.

Summary of Implications

The findings in this research agree with the observations in the literature. However, the perceptions, attitudes and beliefs which significantly differ and are less favorable for at-risk students are not supported by empirical evidence in the literature. While the literature is rich in assessing the student-teacher relationship in primary and secondary education, it is remarkably deficient in assessing the at-risk student-teacher relationship in higher education. The less favorable stereotypical perceptions found in this study concerning student educational needs, student ability to succeed, and teaching at-risk students perpetuate a non-supportive student-teacher relationship which destroys hope, opportunity, and access for the at-risk student in pursuing allied health careers. It is the author's firm belief that without a supportive, caring student-teacher relationship, significant numbers of at-risk students will not be recruited into allied health programs, and those who are accepted into allied health education programs will not be retained so that they can successfully complete their program. Access to opportunities in higher education and the massive utilization of at-risk students cannot be overlooked since SAR will comprise the majority of the applicant pool of
available students in the future, if the two-year technical and community colleges are to fulfill their role in supplying the manpower needs of the future in the health care system.

The implications of this study not only affect the manpower crisis in allied health, but more importantly impact the political, social, economic, educational, and legal fabric of this nation. With the predictions of the changing demographics, the U.S. Department of Labor has estimated that 80% of the new workforce by the year 2000 will be composed of minority groups, immigrants, and women (Fields, 1988). A major portion of these individuals will be classified as at-risk because of family responsibilities (particularly as single-head of household mothers), financial responsibilities, cultural differences, and academic underpreparedness in pursuit of educational goals. This problem is further exasperated within minority groups who are significantly underrepresented in allied health. It is estimated that 30% of the 18-24 year age group will be from minority groups by the end of this decade (Fields, 1988). These individuals must be better served so that they can be successful and move from unemployment and low paying jobs to financial security which will increase tax revenue. Thus, by the next century, baby boomers will be dependent on these individuals for a tax base, support of schools and social programs such as social security. Therefore, it is
imperative that the at-risk individuals be given every opportunity for social mobility if we are to expect them to support taxes for education and social programs which will support future generations.

Recommendations

The implications of the findings in this study lead to the presentation of several recommendations. Some relate to improving the at-risk student-teacher relationship. Some relate to recommendations for further research.

Recommendations for administrators of two-year technical and community colleges to improve the at-risk student-teacher relationship.

1. Re-educate faculty regarding stereotypical perceptions about at-risk students through faculty development presentations.

2. Hire faculty who are experienced in interacting with at-risk students, understand their needs, are willing to meet and advise them, and are competent in teaching at-risk students, when possible.

3. Include a reference to serving the needs of all students in every level of job description. The marketing concept must begin with top management and radiate to every employee of the college to be successful. Maintenance employees must treat students with the same respect and kindness as the faculty do.
4. Engage a thorough follow-up system which follows the student from application to the college through graduation, or other departure from the college, into employment with employer follow-up surveys. Student success or departure can be monitored through follow-up surveys. Following up data on departure due to attrition are just as important as data on success to determine if student needs were met. Then implement changes which reflect survey outcomes. Monitoring must be connected to four-year colleges in the area to determine if the at-risk student was adequately prepared for the transition. This empirical evidence can dismantle myths.

5. Frequently conduct college image surveys so that the image of the college can be determined, the position of the college regarding competition can be assessed, and to determine if the individuals within the community feel that their psychometric needs are being met (attitudes, interests and opinions), particularly in a community college.

6. Implement a master teacher program and faculty mentoring to support, enhance, and reward superior teaching in the two-year college. Do not renew teaching contracts of those individuals who
consistently do not demonstrate a positive student-teacher relationship.

Recommendations for future research.

1. Empirically study the myths about at-risk students.
   - Do at-risk students require more faculty time than non-at-risk students?
   - Do at-risk students differ from non-at-risk students regarding self-esteem?
   - Does parental emotional support affect college success? (Is this appropriate for this group?)
   - Do dependent and spousal emotional support differ for at-risk and non-at-risk students?
   - Does parental emotional support differ for at-risk and non-at-risk students?
   - Do the parents of at-risk students differ from the parents of non-at-risk in their value of education?

2. Repeat this same study, but additionally examine the impact of race as a variable. One such study could sample the southwest with a significant population of Hispanic students. Another study could examine the impact of African/American students in the Midwest. With the prevalence of racism, do perceptions of at-risk and non-at-risk
status differ when race is a factor?

3. Repeat this same study, but additionally manipulate sex. Do perceptions of at-risk and non-at-risk status differ between males and females?

4. Repeat this same study, but manipulate the age of the student. With the aging of society, do perceptions of at-risk and non-at-risk status differ between 20 and 45 years of age?
Appendix A

Columbus State Community College Application

for Admission
APPLICATION

Name ___________________________ Social Security Number ___________________________

Present Address

Street Number & Name
City
State
Zip
Previous Address

Street Number & Name
City
State
Zip
Length of residence at present address ____________________________

Telephone Home ____________________________ Work ____________________________

Length of residence at most previous address ____________________________

Second most previous address

Street Number & Name
City
State
Zip
Length of residence at second most previous address ____________________________

Date of Birth ____________________________ Birthplace ____________________________

Sex ☐ Male ☐ Female

Is English your first (primary) language? ☐ Yes ☐ No

Citizen of USA ☐ Yes ☐ No

If not a citizen of USA ☐ Permanent Resident ☐ Refugee ☐ Student Visa holder ☐ Other

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either College or program admissions decisions.

☐ Black, non-Hispanic ☐ Hispanic ☐ American Indian or Alaskan Native

☐ Asian or Pacific Islander ☐ White, non-Hispanic ☐ Non-Resident Alien

Selective Service System Registration Statement - All male applicants to the college are to complete this statement.

A. I am registered with the Selective Service System and my registration number is ____________________________

B. If you do not know your assigned number call 1-800-621-5388.

1. ☐ I am under 18 years of age

2. ☐ I am over 26 years of age

3. ☐ I am currently on active duty in the Armed Forces of the United States. NOTE: Training in a Reserve or National Guard unit does not constitute active duty.

4. ☐ I am a nonimmigrant alien lawfully in the United States in accordance with Section 101(a) of the "Immigration and Nationality Act," U.S.C. 1101, as amended, or I am a permanent resident of the Trust Territory of the Pacific Islands or Northern Mariana Islands who is not a citizen of the United States.

Emergency Contact

Name ____________________________ Telephone ____________________________

Address

Name of high school attended ____________________________ Date last attended ____________________________

City ____________________________ State ____________________________

Type of high school certificate received

☐ High school diploma ____________________________ ☐ Certificate of Competency ____________________________ ☐ GED ____________________________

☐ Foreign secondary ____________________________ ☐ Proficiency exam ____________________________ ☐ Not a high school graduate ____________________________

Still in high school - Anticipated Date of Graduation ____________________________

Colleges attended (most recent first)

<table>
<thead>
<tr>
<th>College</th>
<th>Branch of study</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Enrolled</th>
<th>Last attended</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>Branch of study</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Enrolled</th>
<th>Last attended</th>
</tr>
</thead>
</table>

Number of previous college credits earned:

☐ None ☐ Quarter Credit Hours ____________________________ ☐ Semester or Trimester Credit Hours ____________________________

Highest college degree or certificate I have earned:

☐ No degree at this time ☐ Bachelor's Degree ____________________________ ☐ Certificate ____________________________

☐ Master's Degree or beyond ____________________________ ☐ Associate Degree ____________________________ ☐ Other ____________________________
Program of study - I intend to enter at Columbus State Community College

Choice #1 ________________________________ Of this choice I am □ very sure □ fairly sure □ not sure
Choice #2 ________________________________

Enrollment plans (indicate the quarter and year you intend to begin classes)

<table>
<thead>
<tr>
<th>Quarter/year</th>
<th>Status</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 19</td>
<td></td>
<td>□ Full-time (12 or hrs or more) □ Day</td>
</tr>
<tr>
<td>Spring 19</td>
<td></td>
<td>□ Part-time           □ Evening (after 5:00 p.m.)</td>
</tr>
<tr>
<td>Summer 19</td>
<td></td>
<td>□ Full-time (12 or hrs or more) □ Day and Evening</td>
</tr>
<tr>
<td>Autumn 19</td>
<td></td>
<td>□ Full-time (12 or hrs or more) □ Day</td>
</tr>
</tbody>
</table>

Columbus State location I plan to attend: □ Main Campus □ Other Location _____________________________

Do you plan to earn a certificate or an Associate Degree from Columbus State?
□ Yes a certificate □ Yes an associate degree □ No

Most important reason for my attending Columbus State (check only one)
□ Learning skills to get a job □ Satisfy general education course requirements for another college
□ Improve basic skills in English, math or reading □ Take courses for personal interest
□ Transfer to four-year college □ Other ____________________________

Career goal: _____________________________ Of this choice I am □ very sure □ fairly sure □ not sure

In anticipation of enrollment at Columbus State Community College, I would like information on

Yes □ Maybe □ No □

Financing my education □ Choosing a major/career
Finding employment □ Reading skills improvement
Daycare Services □ Study skills improvement
Handicapped Services □ Writing skills improvement
Health Care Services □ Math skills improvement
Transportation to campus □ Clubs & student activities
Housing □ Work experience credit, transfer credit or credit by examination
Other ____________________________
(Please describe)

Hours I plan to work while I am enrolled
□ None □ 11-15 hours/week □ 21-30 hours/week
□ 1-10 hours/week □ 16-20 hours/week □ 31 or more hours/week

How long do you plan to attend Columbus State?
□ One quarter □ Four or five quarters □ Nine or more quarters
□ Two or three quarters □ Six to eight quarters

Amount of education planned to reach your career goal
□ Graduate or professional study beyond four-year degree □ Bachelor's Degree □ Associate Degree
□ One- to two-year certificate program □ Classes only, short program, no certificate or degree

Are you planning to transfer to another college or school?
□ Yes □ A two-year college ____________________________ □ A four-year college ____________________________
□ Yes □ Other type of institution ____________________________ name of institution ____________________________
□ No □ Not planning to transfer □ Other ____________________________
□ No □ Undecided about transfer

How did you become aware of Columbus State?

To the best of my knowledge, the information reported above is correct/complete

Applicant's signature ____________________________________________________________ Date __________

□ Phone application taken by __________________________________________ Date __________
Appendix B

Q-Sort Composite Profiles and Letters
February 22, 1991

Dear Watson:

I really need your help. I've called upon you because of your knowledge and experience with at-risk students at Columbus State and because I had hoped that you would do this favor for me!

Please carefully rank these ten student applications for admissions from the least "at-risk" or "non-at-risk" (1) to the most "at-risk" (10) for successfully completing college.

I purposely am not defining my view of a maximumly at-risk student because your perceptions are important to the validity of this instrument which will be used with an evaluating tool for my dissertation.

If possible, I would like them returned by Tuesday, March 5th. If that is not enough time, please call me at Ext. 2608. Please remember to include your name with them!

I truly appreciate your help. Thank you!
March 15, 1991

Dear Watson:

I want to thank you so much for evaluating and ranking my "admission applications". I hope that you know that I value your opinion and consider you a friend or I would not have subjected you to this tedious task. Your results were surprisingly consistent with my interpretation.

Again, I appreciate you taking time out of your hectic schedule to help me!

Sincerely,

Bev Kovanda
FORM A
APPLICATION FOR ADMISSION

Last Name: [Missing]
First Name: Susan
Middle Initial: K.
Address: [Missing]
City: Day City
State: Ohio
Length of Present Residence: [Missing]
City: [Missing]
State: Ohio
Length of Residence at Most Previous Address: [Missing]
City: [Missing]
State: Ohio
Date of Birth: [Missing]
Sex: Male
Is English your first (primary) language? Yes
Citizenship of U.S.A.: Yes
If a citizen of U.S.A.: Permanent Resident
If not a citizen of U.S.A.: Refugee
Ethnic background: Black, non-Hispanic
American Indian or Alaskan Native
Asian or Pacific Islander
White, non-Hispanic
Non-Resident Alien
Name of high school attended: [Missing]
City: [Missing]
State: Ohio
Type of high school certificate received:
X High school diploma: [Missing]
Certificate of Completion: [Missing]
GED: [Missing]
Foreign secondary: [Missing]
Proficiency exam: [Missing]
Not a high school graduate
Still in High School: Anticipated Date of Completion: [Missing]
Colleges attended (most recent first):
College and Branch: [Missing]
City: [Missing]
State: [Missing]
Last Attended: [Missing]
Number of Previous college credits earned:
X None
Credit Hours: [Missing]
Semester or Trimester Credit Hours: [Missing]
Highest college degree or certificate I have earned:
X No degree at this time
Bachelor's Degree
Certificate
Master's Degree or beyond
Associate Degree
Other
Enrollment plans:

- X Full-time (12 cr. hrs. or more)
- ___ Part-time

- X Day
- ___ Evening (After 5:00 p.m.)
- ___ Day and Evening

Most important reason for my attending this community college: (Check only one)

- Learning skills to get a job
- Learning skills to advance in job
- Learning skills to re-enter job market
- X Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skill in English, math, or reading
- Taking courses for personal interest
- Other:

Career Goal (Type of Work): Of this choice, I am X very sure: ___ fairly sure: ___ not sure:

- Learning skills to get a job
- Learning skills to advance in job
- Learning skills to re-enter job market
- X Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skill in English, math, or reading
- Taking courses for personal interest
- Other:

In anticipation of enrollment, I would like information on:

- Financing my education
- Finding employment
- Daycare Services
- Handicapped Services
- Health Care Services
- Transportation to campus
- Housing
- Choosing a major or career
- Reading skills improvement
- Study skills improvement
- Writing Skills Improvement
- Clubs and student activities
- Work experience credit, transfer credit or credit by examination
- Other

Hours I plan to work while I am enrolled:

- None
- 1-10 hours/week
- 11-15 hours/week
- 16-20 hours/week
- 21-30 hours/week
- X 31 or more hours/week

Amount of education planned to reach your career goal:

- Graduate, beyond four year degree
- X Baccalaureate Degree
- Associate Degree
- One to-two-year certificate program
- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature: ___ Johnson ___ Date: 2/25/91

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

- Language Development
- Writing Skills Development
- Mathematics Skills Development
FORM B
APPLICATION FOR ADMISSION

Last Name: [Name]
First Name: [Name]
Middle Initial: [Name]

Address: [Address]
City: [City]
State: [State]
Zip: [Zip]

Length of Present Residence: [Length]
City: [City]
State: [State]
County: [County]

Most Previous Address: [Address]
City: [City]
State: [State]
County: [County]

Date of Birth: [Date]
Month: [Month]
Year: [Year]
Birthplace: [Birthplace]

Sex: [Sex]

Citizen of U.S.A.: [Yes/No]

If not a citizen of U.S.A.: Permanent Resident ___ Refugee ___ Student Visa Holder ___ Other ___

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

- Black, non-Hispanic
- Hispanic
- American Indian or Alaska Native
- Asian or Pacific Islander
- White, non-Hispanic
- Non-Resident Alien

Name of high school attended: [High School Name]
City: [City]
State: [State]
Type of high school certificate received:
- High school diploma: [Year]
- Certificate of Completion: [Year]
- GED: [Year]
- Foreign secondary: [Year]
- Proficiency exams: [Year]
- Not a high school graduate:
- Still in High School: Anticipated Date of Completion: [Year]

Colleges attended (most recent first):
College and Branch: [College Name]
City: [City]
State: [State]
Last Attended: [Date]

Number of Previous college credits earned:
- None
- Quarter Credit Hours: [Hours]
- Semester or Trimester Credit Hours: [Hours]

Highest college degree or certificate I have earned:
- Bachelor's Degree
- Associate Degree
- Other: [Other]

[Signature]
[Date]

Enrollment plans:
- [X] Full-time (12 cr. hrs. or more)
- [] Part-time
- [] Day
- [X] Evening (After 5:00 p.m.)
- [X] Day and Evening

Most important reason for my attending this community college: (Check only one)
- [X] Learning skills to get a job
- [X] Learning skills to advance in job
- [X] Learning skills to re-enter job market
- [X] Transfer to four-year college
- [X] Satisfy general education requirements for another college
- [X] Improve basic skill in English, math, or reading
- [X] Taking courses for personal interest
- [X] Other: ________________________

Career Goal: Type of Work (Ask only one). Of this choice, I am ___ very sure; ___ fairly sure; ___ not sure:
- [X] _____________

In anticipation of enrollment, I would like information on:
- Financing my education ___ X ___ May be ___ No
- Finding employment ___ X ___ May be ___ No
- Daycare Services ___ X ___ May be ___ No
- Handicapped Services ___ X ___ May be ___ No
- Health Care Services ___ X ___ May be ___ No
- Transportation to campus ___ X ___ May be ___ No
- Housing ___ X ___ May be ___ No
- Choosing a major or career ___ X ___ May be ___ No
- Reading skills improvement ___ X ___ May be ___ No
- Study skill improvement ___ X ___ May be ___ No
- Writing Skills Improvement ___ X ___ May be ___ No
- Clubs and student activities ___ X ___ May be ___ No
- Work experience credit, transfer credit or ___ X ___ May be ___ No
  credit by examination
- Other ________________________

Hours I plan to work while I am enrolled:
- [X] None
- [X] 11-15 hours/week
- [X] 16-20 hours/week
- [X] 21-30 hours/week
- [X] 31 or more hours/week

Amount of education planned to reach your career goal:
- [X] Graduate, beyond four year degree
- [X] Bachelor's Degree
- [X] One to two-year college program
- Associate Degree
- [X] One to two-year certificate program
- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature __________________________ Date __________

FOR OFFICE USE ONLY
Assessment and Placement Test Results and Recommendations:
- [X] Language Development
- [X] Writing Skills Development
- [X] Math Skills Development
APPLICATION FOR ADMISSION

Last Name: Johnson               First Name: Susan                Middle Initial: A.

Address: 321 E. 5th St.               City: Cleveland               State: Ohio


Most Previous Address: 321 E. 5th St. City: Cleveland State: Ohio County: Cuyahoga

Length of Residence at most previous address: — Yrs. — (mo.)

Most Previous Address: 321 E. 5th St. City: Cleveland State: Ohio County: Cuyahoga

Length of Residence at most previous address: — Yrs. — (mo.)

Date of Birth: Mon., Day, Year: Birthplace: City: Cleveland State: Ohio County: Cuyahoga

If not a citizen of U.S.A., Permanent Resident: Refugee: Student Visa Holder: Other:

Ethnic background: The following information is requested to comply with U.S. Department of
Education reporting requirements and for college research purposes. This information is optional
and will not be used in either college or program admissions decisions.

Black, non-Hispanic: Hispanic: American Indian or Alaskan Native

Asian or Pacific Islander: White: Non-Hispanic: Non-Resident, Alien

Name of high school attended: City: State: Year:

Type of high school certificate received:

- High school diploma: Mo. Yr.
- Certificate of Completion: Mo. Yr.
- GED: Mo. Yr.
- Foreign secondary: Mo. Yr.
- Proficiency exam: Mo. Yr.
- Not a high school graduate
- Still in High School-Anticipated Date of Completion: Mo. Yr.

Colleges attended (most recent first):

College and Branch (if applicable): City: State:

Number of Previous college credits earned:

- None
- Quarter Credit Hours
- Semester or Trimester Credit Hours

Highest degree or certificate I have earned:

- Bachelor's Degree
- Master's Degree or beyond
- Associate Degree
- Other
Enrollment plans:

X. Full-time (12 cr. hrs. or more)       ___ Part-time

X. Day       ___ Evening (After 5:00 p.m.)       ___ Day and Evening

Most important reason for attending this community college: (Check only one)

X. Learning skills to get a job

___ Learning skills to advance in job

___ Learning skills to re-enter job market

___ Transfer to four-year college

___ Satisfy general education requirements for another college

___ Improve basic skill in English, math, or reading

___ Taking courses for personal interest

___ Other:

Career Goal: (Type of Work) 

[Type of Work] is the choice. I am __ very sure: __ fairly sure: __ not sure: 

In anticipation of enrollment, I would like information on:

Financing my education

X.

Finding employment

X.

Daycare Services

X.

Handicapped Services

X.

Health Care Services

X.

Transportation to campus

X.

Housing

X.

Choosing a major or career

X.

Reading skills improvement

X.

Study skill improvement

X.

Writing Skills Improvement

X.

Clubs and student activities

X.

Work experience credit, transfer credit or

x

credit by examination

Other

X.

Hours I plan to work while I am enrolled:

___ None

___ 11-15 hours/week

___ 16-20 hours/week

___ 21-30 hours/week

___ 31 or more hours/week

Amount of education planned to reach your career goal:

___ Graduate, beyond four year degree

___ Baccalaureate Degree

___ Associate Degree

X. See two-year certificate program

___ Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature ___________ Date ___________

__________________________________________

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

X. Language Development  X. Writing Skills Development  X. Mathematical Skills Development
APPLICATION FOR ADMISSION

Last Name: Johnson   First Name: Susan   Middle Initial: M.
Address: 2423 Sunnyside Rd.   City: Any City   State: Ohio
Length of Present Residence: 2 yrs. 2 mos. (Telephone: Home 341-1234, Work -)
Most Previous Address: 123 Maple Ave.   City: Any City   State: Ohio   County: Any County
Length of Residence at most previous address: 10 yrs. 2 mos.
Date of Birth: Month: Day: Year: 6/7/92   Birthplace: City: Any City   State: Ohio   County: Any County
Sex: Male   Female   Is English your first (primary) language? Yes   No
Citizen of U.S.A. Yes   No: If not, country of citizenship ________________________________

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black, non-Hispanic</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td></td>
<td>Asian or Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>White, Non-Hispanic</td>
</tr>
<tr>
<td></td>
<td>Non-Resident, Alien</td>
</tr>
</tbody>
</table>

Name of high school attended: Any School   Date last attended: Month: Day: Year: 6/7/92
City: Any City   State: Ohio

Type of high school certificate received:
- High school diploma: Month: Day: Year: 6/7/92
- Certificate of completion: Month: Day: Year: 6/7/92
- GED: Month: Day: Year: 6/7/92
- Foreign secondary: Month: Day: Year: 6/7/92
- Proficiency exam: Month: Day: Year: 6/7/92
- Not a high school graduate
- Still in high school, anticipated date of completion: Month: Day: Year: 6/7/92

College attended (most recent first):
College and Branch (if applicable): City: State: Last Attended.
College and Branch (if applicable): City: State: Last Attended.
Number of Previous college credits earned:
- None  Quarter Credit Hours  Semester or Trimester Credit Hours
Highest college degree or certificate I have earned:
- No degree at this time  Bachelor's Degree  Certificate
- Master's Degree or beyond  Associate Degree  Other
Enrolment plans:

- Full-time (12 cr. hrs. or more)  
- Part-time  
- Day  
- Evening (After 5:00 p.m.)  
- Day and Evening

Most important reason for my attending this community college: (Check only one)

- Learning skills to get a job  
- Learning skills to advance in job  
- Learning skills to re-enter job market  
- Transfer to four-year college  
- Satisfy general education requirements for another college  
- Improve basic skills in English, math, or reading  
- Taking courses for personal interest  
- Other: ____________________________

Career Goal/Type of Work (How do I wish to use this education?) Of this choice, I am: very sure: ___ fairly sure: ___ not sure: ___

In anticipation of enrollment, I would like information on:

- Financial aid/education     X  
- Finding a job     X  
- Daycare Services     X  
- Handicapped Services     X  
- Health Care Services     X  
- Transportation to campus     X  
- Housing     X  
- Choosing a major or career     X  
- Reading skills improvement     X  
- Study skill improvement     X  
- Writing Skills improvement     X  
- Clubs and student activities     X  
- Work experience credit, transfer credit or credit by examination     X  
- Other: ____________________________

Hours I plan to work while I am enrolled:

- None  
- 1-10 hours/week  
- 11-15 hours/week  
- 16-20 hours/week  
- 21-30 hours/week  
- 31 or more hours/week

Amount of education planned to reach your career goal:

- Graduate, beyond four year degree  
- Baccalaureate Degree  
- Associate Degree  
- One to two-year certificate program  
- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature: ____________________________ Date: 9/5/91

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

- Language Development  
- Writing Skills Development  
- Mathematics Skills Development
FORM E  RANK ______
APPLICATION FOR ADMISSION  I (Non-At Risk)-10 (Very At-Risk)

Last Name: _______________ First Name: _______________ Middle Initial: __________
Address: 3574 E. 12th St. ______ City: Cleveland _______ State: Ohio ______
Length of Present Residence (yrs.) ______ (mon.) Telephone: Home: ______ Work: ______
Most Previous Address: 7642 E. 54th St. ______ City: Cleveland _______ State: Ohio ______
Length of Residence at most previous address: ______ Yrs. ______ Mon.
Date of Birth: Mon.-_ Day, 19__ Year: _____ Birthplace: City: Cleveland State: Ohio ______
Sex: ______ Male ______ Female Is English your first (primary) language?: ______ Yes ______ No
Citizen of U.S.A.: ______ Yes ______ No; If not, country of citizenship: ____________________________
If not a citizen of U.S.A.: Permanent Resident ______ Refugee ______: Student Visa Holder ______ Other ______
Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

___ Black, non-Hispanic ______ Hispanic ______ American Indian or Alaskan Native
___ Asian or Pacific Islander ______ White, Non-Hispanic ______ Non-Resident Alien

Name of high school attended: _____ High School Date last attended: Mo: _ Day, _ Yr: __:
City: Cleveland _______ State: Ohio ______
Type of high school certificate received:

___ High school diploma: Mo: _ Yr: ___ ______ Certificate of Completion: Mo: _ Yr: ___
___ GED: Mo: _ Yr: ___ ______ Foreign secondary: Mo: _ Yr: ___
___ Proficiency exam: Mo: _ Yr: ___ ______ Not a high school graduate

___ Still in High School–Anticipated Date of Completion: Mo: _ Yr: ___

Colleges attended (most recent first):
College and Branch (if applicable) __________ City ______ State: ___ Last Attended: __________
College and Branch (if applicable) __________ City ______ State: ___ Last Attended: __________
Number of Previous college credits earned:

___ None ______ Quarter Credit Hours ______ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

___ No degree at this time ______ Bachelor’s Degree ______ Certificate
___ Master’s Degree or beyond ______ Associate Degree ______ Other: __________________________
Enrollment plans:

- Full-time (12 cr. hrs. or more)  
- Part-time

Day  Evening (After 5:00 p.m.)  Day and Evening

Most important reason for attending this community college (Check only one)

- Learning skills to get a job
- Learning skills to advance in job
- Learning skills to re-enter job market
- Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skill in English, math, or reading
- Taking courses for personal interest
- Other: ____________________________

Career Goal: Type of Work: (Check that choice, I am very sure: __ fairly sure: __ not sure)

- Loaning skills to advance in job
- Loaning skills to re-enter job market
- Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skill in English, math, or reading
- Taking courses for personal interest
- Other: ____________________________

In anticipation of enrollment, I would like information on:

<table>
<thead>
<tr>
<th>Financing my education</th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a part-time job</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Daycare Services       |     |       |    |
| Handicapped Services   |     |       |    |
| Health Care Services   |     |       |    |
| Transportation to campus |   |       |    |
| Housing                |     |       |    |
| Choosing a major or career |   |       |    |
| Bending skills improvement |   |       |    |
| Study skill improvement |   |       |    |
| Writing Skills Improvement |   |       |    |
| Clubs and student activities | |       |    |
| Work experience credit, transfer credit or credit by examination | |       |    |

Other: ____________________________

Hours I plan to work while I am enrolled:

- None
- 1-5 hours/week
- 6-10 hours/week
- 11-15 hours/week
- 16-20 hours/week
- 21-30 hours/week
- 31 or more hours/week

Amount of education planned to reach your career goal:

- Graduate, beyond four year degree
- Baccalaureate Degree
- Associate Degree
- One to two-year certificate program
- Class only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature ____________________________ Date ____________

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

- Language Development
- Writing Skills Development
- Mathematics Skills Development
FORM E
APPLICATION FOR ADMISSION

Last Name: Johnson          First: Susan          Middle: G.
Address: 3574 E. 23rd St.          City: Cleveland        State: Ohio
Length of Present Residence (yrs.): 4          (mo.): (Telephone: Home: 216-324-5678; Work: 216-123-4567)
Most Previous Address: 3456 E. 50th St. City: Cleveland        State: Ohio        County: Cuyahoga
Length of Residence at most previous address: 7          yrs.          (mo.): (Telephone: ______________)
Date of Birth: Mon. 8 / Day 15 / Year 19__ Birthplace: City: Cleveland        State: Ohio        County: Cuyahoga
Sex: Male          __ Female is English your first (primary) language? X: Yes          No
Citizen of U.S.A. X: Yes          No: If not, country of citizenship ______________________________
If not a citizen of U.S.A.: Permanent Resident ___         Refugee: ___         Student Visa Holder ___         Other ___
Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admission decisions.
X: Black, non-Hispanic          __ Hispanic          __ American Indian or Alaskan Native
X: Asian or Pacific Islander          ___ White, non-Hispanic          ___ Non-Resident, Alien
Name of high school attended: School High School          Date last attended: Mo. 51 Yr. 96
City: Massillon          State: Ohio
Type of high school certificate received:
X: High school diploma: Mo. 7 Yr. 31 Certificate of Completion: Mo. 5 Yr. 41
X: GED: Mo. 5 Yr. 81 Foreign secondary: Mo. 7 Yr. 71
X: Proficiency exam: Mo. 7 Yr. 71 Not a high school graduate
X: Still in High School - Anticipated Date of Completion: Mo. 5 Yr. 41
Colleges attended (most recent first):
College and Branch (if applicable) __________________ City __________________ State __________________ Last Attended ______
College and Branch (if applicable) __________________ City __________________ State: Ohio __________________ Last Attended ______
Number of Previous college credits earned:
X: None          ___ Quarter Credit Hours          ___ Semester or Trimester Credit Hours
Highest college degree or certificate I have earned:
X: No degree at this time          ___ Bachelor's Degree          ___ Certificate
X: Master's Degree or beyond          ___ Associate Degree          ___ Other __________________
Enrollment plans:
- Full-time (12 cr. hrs. or more)  
- Part-time

- Day  
- Evening (After 3:00 p.m.)  
- Day and Evening

Most important reason for attending this community college: (Check only one)
- Learning skills to get a job
- Learning skills to advance in job
- Learning skills to re-enter job market
- Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skill in English, math, or reading
- Taking courses for personal interest
- Other: ________________________________

Career Goal: Type of Work/Planning for. Of this choice, I am ___ very sure; ___ fairly sure; ___ not sure:

In anticipation of enrollment, I would like information on:
- Financing my education ___ Yes  ___ Maybe  ___ No
- Finding employment ___
- Daycare Services ___
- Handicapped Services ___
- Health Care Services ___
- Transportation to campus ___
- Housing ___
- Choosing a major or career ___
- Reading skills improvement ___
- Study skill improvement ___
- Writing Skills Improvement ___
- Clubs and student activities ___
- Work experience credit, transfer credit or credit by examination ___
- Other: ________________________________

Hours I plan to work while I am enrolled...
- None ___
- 1-10 hours/week ___
- 11-15 hours/week ___
- 16-20 hours/week ___
- 21-25 hours/week ___
- 26-30 hours/week ___
- 31 or more hours/week ___

Amount of education planned to reach your career goal:
- Graduate, beyond four-year degree ___
- Baccalaureate Degree ___
- Associate Degree ___
- One to two-year certificate program ___
- Classes only, short program, no certificate or degree ___

To the best of my knowledge, the information reported above is correct/complete.

Applicant’s signature ____________________________ Date ____________}

FOR OFFICE USE ONLY
Assessment and Placement Test Results and Recommendations:
- Language Development ___
- Writing Skills Development ___
- Mathematics Skills Development ___
APPLICATION FOR ADMISSION

Last Name: Johnson
First Name: Susan
Middle Initial: J

Address: 1423 Sunnyside Dr.
City: XYZ
State: OH

Length of Present Residence: 9 yrs.
Telephone: Home: 555-1212, Work: 555-1234

Most Previous Address: 123 Maplewood
City: CityName
State: StateName
Length of Residence at previous address: 10 yrs.

Date of Birth: Jul 15, 1987
Birthplace: CityName, StateName

Sex: Male

Is English your first (primary) language? Yes

Citizen of U.S.A.? Yes
If not a citizen of U.S.A.: Permanent Resident: ___, Refugee: ___, Student Visa Holder: ___, Other: ___

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

Black, non-Hispanic
Hispanic
American Indian or Alaskan Native
Asian or Pacific Islander
White, Non-Hispanic
Non-Resident Alien

Name of high school attended: Pemium Academy
Date last attended: Jul 15, 1990
City: CityName
State: StateName

Type of high school certificate received:
X High school diploma: Jul 15, 1990
GED: Jul 15, 1990
Foreign secondary: Jul 15, 1990
Proficiency exam: Jul 15, 1990
Not a high school graduate
Still in High School—Anticipated Date of Completion: Jul 15, 1990

College attended (most recent first):
College and Branch (if applicable) __________ City __________ State __________ Last Attended __________
College and Branch (if applicable) __________ City __________ State __________ Last Attended __________

Number of Previous college credits earned:
X None
Quarter Credit Hours
Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:
X No degree at this time
Bachelor's Degree
Certificate
Master's Degree or beyond
Associate Degree
Other ____________________________
Enrollment plans:

☑ Full-time (12 cr. hrs. or more)  ☐ Part-time

☑ Day  ☐ Evening (After 5:00 p.m.)  ☐ Day and Evening

Most important reason for attending this community college: (Check only one)

☑ Learning skills to get a job
☑ Learning skills to advance in job
☑ Learning skills to re-enter job market
☑ Transfer to four-year college
☑ Satisfy general education requirements for another college
☑ Improve basic skill in English, math, or reading
☑ Taking courses for personal interest
☑ Other: __________________________

Career Goal: Type of Work/Job At this choice, I am ___ very sure: ○ fairly sure: ___ not sure:

In anticipation of enrollment, I would like information on:

Financing my education  ☐ Yes  ☐ Maybe  ☐ No
Finding employment  ☐ ☐
Daycare Services  ☐
Handicapped Services  ☐
Health Care Services  ☐
Transportation to campus  ☐
Housing  ☐
Choosing a major or career  ☐
Reading skills improvement  ☐
Study skills improvement  ☐
Writing Skills improvement  ☐
Clubs and student activities  ☐
Work experience credits, transfer credit or credit by examination  ☐
Other: __________________________

Hours I plan to work while I am enrolled:

☑ None  ☐ 1-10 hours/week  ☐ 11-15 hours/week  ☐ 16-20 hours/week  ☐ 21-30 hours/week  ☐ 31 or more hours/week

Amount of education planned to reach your career goal:

☐ Graduate, beyond four year degree
☐ Baccalaureate Degree
☑ Associate Degree
☐ one to two-year certificate program
☐ Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature __________________________ Date ____________

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

☐ Language Development  ☐ Writing Skills Development  ☐ Mathemetic Skills Development
FORM H

APPLICATION FOR ADMISSION

1 (Non-At Risk) - 10 (Very At-Risk)

Last Name: ___________________________ First: ___________________________ Middle: ___________________________

Address: 357 E. 54th St. City: Cleveland State: Ohio

Length of Present Residence (yrs.) _______ (min) Telephone: Home _______ Work _______

Most Previous Address: 7737 E. 51st St. City: Cleveland State: Ohio County: Cuyahoga

Length of Residence at most previous address: ____________ Yrs. ____________ Mos.

Date of Birth: Month: _______ Day: _______ Year: ________ Birthplace: City: _______ State: Ohio County: _______

Sex: __ Male __ Female Is English your first (primary) language? __ Yes __ No

Citizen of U.S.A. __ Yes __ No; If not, country of citizenship __________________________

If not a citizen of U.S.A.: Permanent Resident ___ Refugee ___ Student Visa Holder ___ Other ___

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

__ Black, non-Hispanic __ Hispanic __ American Indian or Alaskan Native

__ Asian or Pacific Islander __ White, Non-Hispanic __ Non-Resident Alien

Name of high school attended: __ School: High School Date last attended: Month: _______ Year: ________

City: _____________ State: Ohio

Type of high school certificate received:

_ High school diploma: Month: _______ Year: _______ Certificate of Completion: Month: _______ Year: _______

_ GED: Month: _______ Year: _______ Foreign secondary: Month: _______ Year: _______

_ Proficiency exam: Month: _______ Year: _______ Not a high school graduate

_ Still in High School - Anticipated Date of Completion: Month: _______ Year: _______

College attended (most recent first):

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

Number of Previous college credits earned:

_ None __ Quarter Credit Hours ___________ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

_ Bachelor's Degree ___________ Certificate

_ Master's Degree or beyond ___________ Associate Degree ___________ Other: __________________________

High schools attended: 

City: _____________ State: Ohio

Type of high school certificate received:

_ High school diploma: Month: _______ Year: _______ Certificate of Completion: Month: _______ Year: _______

_ GED: Month: _______ Year: _______ Foreign secondary: Month: _______ Year: _______

_ Proficiency exam: Month: _______ Year: _______ Not a high school graduate

_ Still in High School - Anticipated Date of Completion: Month: _______ Year: _______

College attended (most recent first):

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

Number of Previous college credits earned:

_ None __ Quarter Credit Hours ___________ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

_ Bachelor's Degree ___________ Certificate

_ Master's Degree or beyond ___________ Associate Degree ___________ Other: __________________________

High schools attended: 

City: _____________ State: Ohio

Type of high school certificate received:

_ High school diploma: Month: _______ Year: _______ Certificate of Completion: Month: _______ Year: _______

_ GED: Month: _______ Year: _______ Foreign secondary: Month: _______ Year: _______

_ Proficiency exam: Month: _______ Year: _______ Not a high school graduate

_ Still in High School - Anticipated Date of Completion: Month: _______ Year: _______

College attended (most recent first):

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

Number of Previous college credits earned:

_ None __ Quarter Credit Hours ___________ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

_ Bachelor's Degree ___________ Certificate

_ Master's Degree or beyond ___________ Associate Degree ___________ Other: __________________________

High schools attended: 

City: _____________ State: Ohio

Type of high school certificate received:

_ High school diploma: Month: _______ Year: _______ Certificate of Completion: Month: _______ Year: _______

_ GED: Month: _______ Year: _______ Foreign secondary: Month: _______ Year: _______

_ Proficiency exam: Month: _______ Year: _______ Not a high school graduate

_ Still in High School - Anticipated Date of Completion: Month: _______ Year: _______

College attended (most recent first):

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

Number of Previous college credits earned:

_ None __ Quarter Credit Hours ___________ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

_ Bachelor's Degree ___________ Certificate

_ Master's Degree or beyond ___________ Associate Degree ___________ Other: __________________________

High schools attended: 

City: _____________ State: Ohio

Type of high school certificate received:

_ High school diploma: Month: _______ Year: _______ Certificate of Completion: Month: _______ Year: _______

_ GED: Month: _______ Year: _______ Foreign secondary: Month: _______ Year: _______

_ Proficiency exam: Month: _______ Year: _______ Not a high school graduate

_ Still in High School - Anticipated Date of Completion: Month: _______ Year: _______

College attended (most recent first):

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

Number of Previous college credits earned:

_ None __ Quarter Credit Hours ___________ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

_ Bachelor's Degree ___________ Certificate

_ Master's Degree or beyond ___________ Associate Degree ___________ Other: __________________________

High schools attended: 

City: _____________ State: Ohio

Type of high school certificate received:

_ High school diploma: Month: _______ Year: _______ Certificate of Completion: Month: _______ Year: _______

_ GED: Month: _______ Year: _______ Foreign secondary: Month: _______ Year: _______

_ Proficiency exam: Month: _______ Year: _______ Not a high school graduate

_ Still in High School - Anticipated Date of Completion: Month: _______ Year: _______

College attended (most recent first):

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

College and Branch (if applicable) ___________ City: _______ State: _______ Last Attended: _______

Number of Previous college credits earned:

_ None __ Quarter Credit Hours ___________ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

_ Bachelor's Degree ___________ Certificate

_ Master's Degree or beyond ___________ Associate Degree ___________ Other: __________________________
Enrollment plans:
- Full-time (12 cr. hrs. or more)  [X]  Part-time  [ ]
- Day  [X]  Evening (After 5:00 p.m.)  [ ]  Day and Evening  [ ]

Most important reason for my attending this community college: (Check only one)
- Learning skills to get a job  [X]
- Learning skills to advance in job  [ ]
- Learning skills to re-enter the job market  [ ]
- Transfer to four-year college  [ ]
- Satisfy general education requirements for another college  [ ]
- Improve basic skills in English, math, or reading  [ ]
- Taking courses for personal interest  [ ]
- Other: ___________________________

Career Goal: (Type of Work)  [ ] (Mark level of certainty: very sure: [X] fairly sure: [ ] not sure: [ ])

In anticipation of enrollment, I would like information on:

<table>
<thead>
<tr>
<th>Financing my education</th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daycare Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicapped Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation to campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing a major or career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading skills improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study skill improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs and student activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience credit, transfer credit or credit by examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours I plan to work while I am enrolled...
- None  [X]  11-15 hours/week  [ ]  16-20 hours/week  [ ]  21-30 hours/week  [ ]  31 or more hours/week  [ ]

Amount of education planned to reach your career goal:
- Graduate, beyond four year degree  [ ]
- Bachelor's Degree  [X]
- Associate Degree  [ ]
- One to two-year certificate program  [ ]
- Classes only, short program, no certificate or degree  [ ]

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature  ________________________ Date ________________

Assessment and Placement Test Results and Recommendations:
- Language Development  [X]
- Writing Skills Development  [ ]
- Mathematical Skills Development  [ ]

FOR OFFICE USE ONLY
## APPLICATION FOR ADMISSION

<table>
<thead>
<tr>
<th>Portion of Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name: Johnson</td>
</tr>
<tr>
<td>Address: 3233 Summit Dr.</td>
</tr>
<tr>
<td>Length of Present Residence: 3 (yrs.) 2 (mo.)</td>
</tr>
<tr>
<td>Most Previous Address: 123 Maplewood</td>
</tr>
<tr>
<td>Length of Residence at most previous address: 10 (yrs.) 2 (mo.)</td>
</tr>
<tr>
<td>Date of Birth: Mon 3/15/15</td>
</tr>
<tr>
<td>Sex: Male X Female</td>
</tr>
<tr>
<td>Citizen of U.S.A. X Yes No</td>
</tr>
<tr>
<td>If not a citizen of U.S.A., Permanent Resident: X Refugee: X Student Visa Holder: Other:</td>
</tr>
<tr>
<td>Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
</tr>
<tr>
<td>Name of high school attended: Rehoboth Academy</td>
</tr>
<tr>
<td>City: AnyCity</td>
</tr>
<tr>
<td>Type of high school certificate received: X High school diploma: Mon 5/15/90</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Colleges attended (most recent first): College and Branch (if applicable): City: AnyCity</td>
</tr>
<tr>
<td>College and Branch (if applicable): City: AnyCity</td>
</tr>
<tr>
<td>Number of Previous college credits earned: X None</td>
</tr>
<tr>
<td>Highest college degree or certificate I have earned: X No degree at this time</td>
</tr>
<tr>
<td>Master's Degree or beyond</td>
</tr>
</tbody>
</table>
Enrollment plans:

- Full-time (12 cr. hrs. or more)
- Part-time

Day
   Evening (After 5:00 p.m.)

Most important reason for my attending this community college: (Check only one)

- Learning skills to get a job
- Learning skills to advance in job
- Learning skills to re-enter job market
- Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skill in English, math, or reading
- Taking courses for personal interest
- Other: __________________________________________

Career Goal: (Type of Work) ____________________________ Of this choice, I am __ very sure: ___ fairly sure: ___ not sure:

In anticipation of enrollment, I would like information on:

- Financing my education
- Finding employment
- Daycare Services
- Handicapped Services
- Health Care Services
- Transportation to campus
- Housing
- Choosing a major or career
- Reading skills improvement
- Study skill improvement
- Writing Skills Improvement
- Clubs and student activities
- Work experience credit, transfer credit or credit by examination
- Other: __________________________________________

Hours I plan to work while I am enrolled...

- None
- 0-10 hours/week
- 11-15 hours/week
- 16-20 hours/week
- 21-30 hours/week
- 31 or more hours/week

Amount of education planned to reach your career goal:

- Graduation, beyond four-year degree
- Associate Degree
- Bachelor's Degree
- One to two-year certificate program
- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature ______________________________ Date ________

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

- Language Development
- Writing Skills Development
- Mathmatics Skills Development
FORM J

APPLICATION FOR ADMISSION

(RANK ____________)

1 (Non-At Risk) - 10 (Very At-Risk)

Last Name: ____________ First Name: ____________ Middle Initial: ____________

Address: ____________ E. 5th St. ____________ City: Cleveland ____________ State: Ohio ____________

Length of Present Residence: 6 yrs. ____________ Phone: ____________ Mailing Address: ____________

Most Previous Address: ____________ E. 5th St. ____________ City: Cleveland ____________ State: Ohio ____________ County: Anywhere

Length of Residence at most previous address: 1 yrs. ____________ Mns.

Date of Birth: Mon. ____________ Day: ____________ Year: ____________ Birthplace: City/Cleveland, State: Ohio ____________ County: Anywhere

Sex: Male ____________ Female ____________ Is English your first (primary) language? Yes ____________ No ____________

Citizen of U.S.A.: Yes ____________ No: If not, country of citizenship ____________

If not a citizen of U.S.A.: Permanent Resident: ____________ Refugee: ____________ Student Visa Holder: ____________ Other: ____________

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

Black, non-Hispanic ____________ Hispanic ____________ American Indian or Alaskan Native ____________

Asian or Pacific Islander ____________ White, non-Hispanic ____________ Non-Resident Alien ____________

Name of high school attended: ____________ High School Date last attended: Mon. ____________ Year: ____________

City: Cleveland ____________ State: Ohio ____________

Type of high school certificate received:

- High school diploma: Mon. ____________ Year: ____________

- GED: Mon. ____________ Year: ____________

- Foreign secondary: Mon. ____________ Year: ____________

- Proficiency exam: Mon. ____________ Year: ____________

- Still in high school: ____________ Anticipated date of completion: Mon. ____________ Year: ____________

Colleges attended (most recent first):

College and Branch if applicable: ____________ City: ____________ State: ____________ Last Attended: ____________

College and Branch if applicable: ____________ City: ____________ State: ____________ Last Attended: ____________

Number of previous college credits earned:

- None ____________ Quarter credit hours ____________ Semester or Trimester credit hours ____________

Highest college degree or certificate I have earned:

- No degree at this time ____________ Bachelor's Degree ____________ Certificate ____________

- Master's degree or beyond ____________ Associate Degree ____________ Other: ____________
Enrollment plans:

- Full-time (12 cr. hrs. or more)

- Part-time

Day

Evening (After 5:00 p.m.)

Day and Evening

Most important reason for my attending this community college: (Check only one)

- Learning skills to get a job

- Learning skills to advance in job

- Learning skills to re-enter job market

- Transfer to four-year college

- Satisfy general education requirements for another college

- Improve basic skill in English, math, or reading

- Taking courses for personal interest

- Other:

Career Goal: (Type of Work) [ ] [ ] [ ] [ ] Of this choice, I am __ very sure; __ fairly sure; __ not sure

In anticipation of enrollment, I would like information on:

- Financing my education

- Finding employment

- Daycare Services

- Handicapped Services

- Health Care Services

- Transportation to campus

- Housing

- Choosing a major or career

- Reading skills improvement

- Study skill improvement

- Writing Skills Improvement

- Clubs and student activities

- Work experience credit, transfer credit or credit by examination

- Other

Hours I plan to work while I am enrolled...

- None

- 1-10 hours/week

- 11-15 hours/week

- 16-20 hours/week

- 21-30 hours/week

- 31 or more hours/week

Amount of education planned to reach your career goal:

- Graduate, beyond four-year degree

- Bachelor's Degree

- Associate Degree

- One to two-year certificate program

- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature: __________________________ Date: __/__/__

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:

- Language Development

- Writing Skills Development

- Mathematics Skills Development
Appendix C

Dr. William Moore's Permission Letter and

Original Survey Instrument
Dr. William Moore  
The Ohio State University  
303 Ramseyer Hall  
Columbus, Ohio 43210

Dear Dr. Moore:

I am requesting your permission to use the unpublished instrument which you developed during Fall, 1989. The instrument was developed to assess the attitude and perceptions of college faculty toward at-risk students (SAR). I would like your permission to use it to gather data for my dissertation. I am examining allied health faculty perceptions towards at risk students in the two year technical and community colleges in Ohio.

I appreciate your consideration in this matter. I can be reached by telephone at 227-2608. Thank you.

Sincerely,

Beverly M. Kovanda  
Doctoral student  
Educational Administration

Permission Granted  

William Moore
Dear Colleague:

As you know, the community college is characterized by a diverse student population representing a full range of types and abilities. Among these students are those who have been classified as students-at-risk (SAR). Large numbers of SAR are enrolled in community colleges due to the open door admissions policies; however, very little empirical data exists to guide those who work with such students. Teachers are the professionals who interface directly with SAR and know most about them and their behavior, but no one seems to ask or listen to these instructors. The information gathered from this survey is one effort to remedy this omission. We have a major interest in community college faculty perceptions of their students who are at-risk. For the purpose of this study, SAR are defined as those students who are less likely to succeed academically in college.

The questionnaire, which will take approximately 25 minutes to complete, is divided into two sections: a section on perception where you are asked to indicate your feelings regarding at-risk students, and a demographics section designed to provide a profile of you as a community college faculty member. You will notice that your survey is identified by a code number; this will be used to simplify record keeping. To ensure confidentiality, completed instruments will be seen only by the researcher.

Your response is wanted and needed and is very important for the success of this study. The findings will be used to determine and examine the relationship between the at-risk student and the instructor, in hopes of improving the teaching-learning environment for both students and faculty in the community college. If you would like the results shared with you and/or have any questions, please indicate so on the back of this form.

We appreciate your taking the time to complete this survey. Please return your questionnaire in the enclosed business reply envelope.

Sincerely,

William Moore, Jr.

William Moore, Jr.
PERCEPTIONS OF STUDENTS

In this section of the questionnaire a rating scale format is used. Please indicate your feeling about each item by circling the appropriate symbol.

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

STUDENT CHARACTERISTICS

1. Students-at-risk (SAR) attend this college because they cannot meet entrance requirements at senior colleges .................. SA  A  U  D  SD

2. Generally speaking, more SAR come from a lower socioeconomic situation than do students who are not at-risk .................... SA  A  U  D  SD

3. SAR cannot postpone gratification ......................... SA  A  U  D  SD

4. SAR come from all segments of the population ......................... SA  A  U  D  SD

5. Generally speaking, most of my SAR come from working class communities ........................ SA  A  U  D  SD

6. Working with SAR is personally rewarding and professionally satisfying ........................ SA  A  U  D  SD

7. SAR have similar motivational levels to those students who are not at-risk ........................ SA  A  U  D  SD

8. Too many of my SAR are without good role models ........................ SA  A  U  D  SD

9. Many of my students have grown up in communities where education is not valued ...... SA  A  U  D  SD

10. The concept of "late bloomer" among SAR is more myth than reality .................. SA  A  U  D  SD
11. It is difficult for me to counsel students of an ethnic or racial group different from my own .............................................. SA A U D SD

12. SAR suffer more from low self-esteem than students who are not at-risk .................. SA A U D SD

13. I would feel comfortable visiting the home of any one of my students ..................... SA A U D SD

14. It is personally and professionally rewarding to work with diverse student populations who are ethnically and racially different .................. SA A U D SD

15. SAR are as upperwardly mobile as non-SAR students .............................................. SA A U D SD

TEACHING AND INSTRUCTION

16. SAR are typically less prepared for my classroom sessions than other students ............ SA A U D SD

17. SAR have too many outside responsibilities to perform satisfactorily in college ........ SA A U D SD

18. Student achievement is influenced significantly by the expectations of the instructor .......... SA A U D SD

19. I always expect my SAR to make demonstrable progress in their studies ................... SA A U D SD

20. SAR should not be identified to the instructor .......................................................... SA A U D SD

21. SAR should meet the same course work objectives as my other students .................. SA A U D SD

22. Teaching methods should be specifically adapted to the learning styles of SAR ......... SA A U D SD

23. There is such a wide range of performance levels among my students that I am required to teach to the average or below average level ...... SA A U D SD
24. Using a variety of teaching methods has little effect on the learning outcome of SAR ...
   SA A U D SD
25. Since they are adults, my SAR can make valuable contributions to class ............
   SA A U D SD
26. SAR are reluctant to admit that they need help ...................
   SA A U D SD
27. My classes are enriched when SAR are enrolled ..
   SA A U D SD
28. Mainstreaming SAR increases instructional difficulties .................
   SA A U D SD
29. A student's gender influences the quality of instruction he or she is provided 
   SA A U D SD
30. A student's social class influences the quality of instruction he or she is provided 
   SA A U D SD
31. A student's race influences the quality of instruction he or she is provided 
   SA A U D SD
32. A diverse population of students enriches the instructional climate in a class 
   SA A U D SD
33. Because many of the problems of SAR are not college related but do affect the student's academic performance, it is unreasonable to expect me to provide instructional intervention with much success ............
   SA A U D SD
34. Students learn class material best when teachers take an interest in them as individuals ....
   SA A U D SD
35. To be assigned to teach students who perform at a level of the middle grades (4th, 5th and 6th) is not a good use of my training and talent ....
   SA A U D SD
36. To effectively teach SAR I must "water down" the material I teach ............
   SA A U D SD
EXPECTATIONS

37. Knowing my students personally will enhance (contribute to) their achievement .......................... SA A U D SD

38. SAR are less likely to succeed in a given course and continue through a standard sequence of courses than others who are better prepared academically ............................................ SA A U D SD

39. SAR are less likely to complete their program (associate degree or certificate) than other students who are not at-risk .................................................. SA A U D SD

40. SAR are less likely to transfer to a four-year institution than are students who are not at-risk .................................................. SA A U D SD

41. SAR are typically more motivated to learn than are other students who are not at-risk ......................... SA A U D SD

42. SAR require more of my time outside the classroom than students who are not at-risk ............. SA A U D SD

43. It is important for me to be aware of the non-academic problems of my students ................. SA A U D SD

44. Generally speaking, academic achievement is based more on effort than on ability ............. SA A U D SD

45. Students who are first generation college attendees are at no greater risk of failure or dropping out than are students whose families have a college attending history .................................. SA A U D SD

46. Often when my SAR have not been successful, it is as much my fault as it is their fault ........ SA A U D SD

THE INSTITUTION

47. The community college is the most appropriate place to provide developmental education experiences ............................................ SA A U D SD
48. This institution continually provides the faculty with opportunities for in-service on teaching students who have a wide range of academic abilities

49. This institution expects me to devote too much of my time advising SAR

50. The high attrition rate among SAR in English and math courses is due primarily to their lack of prior preparation

51. Most community college faculty are middle class

52. Generally speaking, most of my colleagues appear to enjoy working with SAR

53. The open-door policy of the community college will eventually cause its programs to be weakened

54. Community Colleges should make their programs equally accessible to all who want to attend

55. The retention rate at this college is directly affected by the amount of institutional support provided for SAR

56. Rank-order (on a scale of 1 to 5, with 5 being the highest ranking) the students in your classes who you believe to be the hardest workers. If you have not had experience with a particular group, place "NE" in the blank.

<table>
<thead>
<tr>
<th>Hispanics</th>
<th>Caucasians</th>
<th>African-Americans</th>
<th>Native Americans</th>
<th>Asians</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

57. Rank-order (on a scale of 1 to 5, with 5 being the highest ranking) the students in your classes who you believe to be most at-risk academically. If you have not had experience with a particular group, place "NE" in the blank.

<table>
<thead>
<tr>
<th>Hispanics</th>
<th>Caucasians</th>
<th>African-Americans</th>
<th>Native Americans</th>
<th>Asians</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEMOGRAPHICS

Please check ( ) the appropriate response for each item.

PERSONAL AND PROFESSIONAL INFORMATION

58. Your age on your last birthday:
   ___ a. 20-25  ___ d. 36-40  ___ g. Above age 50
   ___ b. 26-30  ___ e. 41-45
   ___ c. 31-35  ___ f. 46-50

59. What gender are you?
   ___ a. Male  ___ b. Female

60. What is your marital status?
   ___ a. single  ___ c. divorced
   ___ b. separated  ___ d. married

61. What is your religious affiliation?
   ___ a. Protestant  ___ c. Catholic
   ___ b. Jewish  ___ d. Other

62. With what ethnic group do you identify?
   ___ a. African American/Black (non-Hispanic)
   ___ b. Asian
   ___ c. Hispanic
   ___ d. Pacific Islander  ___ e. Native American (Indian/Eskimo)
   ___ f. White (non-Hispanic)
   ___ g. Other (specify)
63. Your educational level (Check highest level achieved).
   ___ a. High School Diploma       ___ d. Master's Degree
   ___ b. Associate Degree         ___ e. Doctoral Degree
   ___ c. Bachelor's Degree

64. Have you had special academic preparation for teaching at-risk students?
   ___ a. Yes                      ___ b. No

65. Number of years teaching experience:
   ___ a. Less than 5             ___ c. 11-15
   ___ b. 5-10                    ___ d. 16-20
   ___ e. More than 20

66. Years of experience in teaching/working with SAR:
   ___ a. 0-5                     ___ c. 11-15
   ___ b. 6-10                   ___ d. 16-20
   ___ e. More than 20

67. In what program is your primary teaching responsibility?
   ___ a. College parallel        ___ c. Developmental/Remedial
   ___ b. Vocational/Technical    ___ d. More than one area

68. Are you a full-time faculty member?
   ___ a. Yes                     ___ b. No

INSTITUTIONAL INFORMATION

69. What is the size of your college (head count)?
   ___ a. Less than 2000          ___ f. 6000-7000
   ___ b. 2000-3000               ___ g. 7000-8000
   ___ c. 3000-4000               ___ h. 8000-9000
   ___ d. 4000-5000               ___ i. 9000-10,000
   ___ e. 5000-6000               ___ j. More than 10,000
   ___ k. Don't know

8
70. How would you describe the racial composition of your college?

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Predominantly white</td>
<td>a. Predominantly white</td>
</tr>
<tr>
<td>b. Predominantly black</td>
<td>b. Predominantly black</td>
</tr>
<tr>
<td>c. Predominantly Hispanic</td>
<td>c. Predominantly Hispanic</td>
</tr>
<tr>
<td>d. Racially balanced</td>
<td>d. Racially balanced</td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City/State</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Pilot Test Letter, Initial Evaluating Instrument, and Hypothetical Profile
March 12, 1991

Dear Colleague:

I really need your help! I am completing my dissertation as required for my doctorate degree at The Ohio State University. As you know, this process often depends on the support and help of those around us. I have called upon you because of your knowledge and experience with the community college student, particularly here at Columbus State.

Could you please take a few minutes out of your busy schedule to review the enclosed "Application for Admission" and complete the attached questionnaire? There are 23 short questions concerning your perceptions about the student seeking admission to the college and your area, plus a few personal demographics. Your responses are completely confidential. The questionnaires will only be coded by number so that I can follow up on non-respondents.

Your response is extremely important to the success of my study. I apologize for the timing of this study being so close to finals. I would like your responses by March 22, 1991.

In advance, I truly appreciate your help! Have a wonderful spring break! Thank you.

Sincerely,

Beverly Kovanda-Geiger
Professor, Multicomp Health & Med Lab Technologies
308 Union Hall, Ext. 2608
Dear Colleague:

Assume that you are serving on an Admission's Committee for your technology. Based on the attached admissions application, please indicate your feelings by circling the appropriate symbol.

**SA - Strongly Agree**
**A - Agree**
**U - Undecided**
**D - Disagree**
**SD - Strongly Disagree**

**Student:**
1. This student likely lacks self-esteem
   - SA A U D SD
2. This student seeks upward mobility
   - SA A U D SD
3. This student has grown up in a family where education is not valued
   - SA A U D SD
4. This student has too many outside responsibilities to perform satisfactorily in this program
   - SA A U D SD
5. This student will be highly motivated to learn.
   - SA A U D SD
6. This student has the ability for academic success
   - SA A U D SD
7. This student can make a valuable contribution to class.
   - SA A U D SD
8. This student will need help outside of class.
   - SA A U D SD
9. This student will require additional classroom time.
   - SA A U D SD
10. This student is likely to attend class regularly.
    - SA A U D SD

**Outcomes:**
11. This student will successfully complete the didactic portion of this program.
    - SA A U D SD
12. This student will successfully complete the clinical portion of this program.
    - SA A U D SD
13. This student will successfully complete this program.
    - SA A U D SD
14. This student is likely to pass the certification or registry exam.
    - SA A U D SD
15. This student should be admitted to this program.
    - SA A U D SD
16. Accepting students who are similar to this one into this program will eventually weaken the quality of graduates from this program.
    - SA A U D SD
Teaching:

17. To teach this student, I would need to "water-down" the material I teach. (SA A U D SD)

18. If this student is not academically successful, it will be as much my fault as it is theirs. (SA A U D SD)

19. The community college is the most appropriate place to provide this student with educational experiences. (SA A U D SD)

20. My professional training and experience has prepared me to successfully teach this student. (SA A U D SD)

21. I would enjoy teaching this student. (SA A U D SD)

22. I would find teaching this student professionally satisfying. (SA A U D SD)

23. Most of my colleagues would find teaching this student enjoyable and professionally rewarding. (SA A U D SD)

Personal Information:

24. Your age on your last birthday:
   - a. 21-25
   - b. 26-30
   - c. 31-35
   - d. 36-40
   - e. 41-45
   - f. 46-50
   - g. Above age 50

25. What gender are you?
   - a. Male
   - b. Female

26. What ethnic group do you identify?
   - a. African American/Black (non-Hispanic)
   - b. Asian
   - c. Hispanic
   - d. Pacific Islander
   - e. Native American (Indian/Eskimo)
   - f. White (non-Hispanic)
   - g. Other (specify)

27. Your highest educational level. (Check highest level achieved).
   - a. High School Diploma
   - b. Associate Degree
   - c. Bachelor's Degree
   - d. Master's Degree
   - e. Doctoral Degree

28. Number of years teaching experience in a two year college.
   - a. 5 or less
   - b. 6-10
   - c. 11-15
   - d. 16-20
   - e. More than 20

29. In your estimation, which socioeconomic class best describes your K-12 familial environment?
   - a. Upper Class
   - b. Upper-Middle Class
   - c. Middle Class
   - d. Lower-Middle Class
   - e. Lower Class

30. Which Allied Health program do you primarily teach in?
   - a. Dental Hygiene
   - b. Dental Lab
   - c. Dietetic
   - d. Emergency Medical
   - e. Medical Assisting
   - f. Medical Laboratory
   - g. Histology
   - h. Medical Records
   - i. Mental Health
   - j. Occupational Therapy
   - k. Physical Therapy
   - l. Physician Assisting
   - m. Radiology
   - n. Nuclear Medicine
   - o. Respiratory Therapy
   - p. Surgical Assisting
   - q. Cardiovascular
   - r. Other

THANK YOU!
APPLICATION FOR ADMISSION

Last Name: WANG
First Name: SUSAN
Middle Initial: A.

Address: 257 W. 5th St.
City: Cleveland
State: Ohio

Length of Present Residence - (yrs.) - (mos.) Telephone: Home: 216-321-0100

Most Previous Address: 357 E. 3rd St.
City: Cleveland
State: Ohio

Length of Residence at most previous address: 1 Yr.

Date of Birth: Month Day Year: Birthplace: City, State: County:

Sex: Male Female

Is English your first (primary) language? Yes No

Citizen of U.S.A. Yes No: If not, country of citizenship

If not a citizen of U.S.A.: Permanent Resident: Refugee: Student Visa Holder: Other:

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

- Black, non-Hispanic
- Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- White, Non-Hispanic
- Non-Resident Alien

Name of high school attended: Date last attended: Month Year:

City: State:

Type of high school certificate received:

- High school diploma: Month Year
- Certificate of Completion: Month Year
- GED: Month Year
- Foreign secondary: Month Year
- Proficiency exam: Month Year
- Not a high school graduate
- Still in High School: Anticipated Date of Graduation: Month Year

Colleges attended (most recent first):

College and Branch (if applicable): City State Last Attended:

College and Branch (if applicable): City State Last Attended:

Number of Previous college credits earned:

X None Quarter Credit Hours Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

X No degree at this time Bachelor's Degree Certificate

Master's Degree or beyond: Associate Degree Other
Enrollment plans:
- X Full-time (12 cr. hrs. or more)  _ Part-time
- X Day  _ Evening (After 5:00 p.m.)   _ Day and Evening

Most important reason for my attending this community college: (Check only one)
- X Learning skills to get a job
- ___ Learning skills to advance in job
- ___ Learning skills to re-enter job market
- ___ Transfer to four-year college
- ___ Satisfy general education requirements for another college
- ___ Improve basic skill in English, math, or reading
- ___ Taking courses for personal interest
- ___ Other: ______________________________

Career Goal: Type of Work I expect. [Check of this choice. I am very sure: fairly sure: not sure]

In anticipation of enrollment, I would like information on:

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financing my education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding employment</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daycare Services</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicapped Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation to campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing a major or career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading skills improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study skill improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs and student activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience credit, transfer credit or credit by examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours I plan to work while I am enrolled:

<table>
<thead>
<tr>
<th>Hours/week</th>
<th>0</th>
<th>1-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-30</th>
<th>31 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>None</td>
<td>1-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-30</td>
<td>X 31 or more</td>
</tr>
</tbody>
</table>

Amount of education planned to reach your career goal:
- ___ Graduate, beyond four year degree
- ___ Baccalaureate Degree
- ___ Associate Degree
- ___ One- or two-year certificate program
- ___ Classes only. Short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature: [Signature] Date: 1/25/91

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations:
- X Language Development
- X Writing Skills Development
- X Mathematic Skills Development
Appendix E

Final Evaluating Instrument
Dear Colleague:

Assume that you are serving on an Admission's Committee for your technology. While admission to an allied health program is frequently based on many criteria, such as a personal interview, using only the attached college admissions application, please indicate your feelings and perceptions regarding this student by circling the appropriate symbol.

SA- Strongly Agree
A- Agree
U- Undecided
D- Disagree
SD- Strongly Disagree

1. This student has grown up in a family where education is not valued. SA A U D SD
2. This student will need help outside of class. SA A U D SD
3. This student will require additional classroom time. SA A U D SD
4. This student will successfully complete the didactic portion of this program. SA A U D SD
5. This student will successfully complete the clinical portion of this program. SA A U D SD
6. This student will successfully complete this program. SA A U D SD
7. This student is likely to pass the certification or registry exam. SA A U D SD
8. This student should be admitted to this program. SA A U D SD
9. Accepting students who are similar to this one into this program will eventually weaken the quality of graduates from this program. SA A U D SD
10. To teach this student, I would need to "water-down" the material I teach. SA A U D SD
11. My professional training and experience has prepared me to successfully teach this student. SA A U D SD
12. I would enjoy teaching this student. SA A U D SD
13. I would find teaching this student professionally satisfying. SA A U D SD

OVER PLEASE!
Personal Information:

14. Your age on your last birthday:
   — a. 21-25  d. 36-40  g. Above age 50
   — b. 26-30  e. 41-45
   — c. 31-35  f. 46-50

15. What gender are you?
   — a. Male
   — b. Female

16. With what ethnic group do you identify?
   — a. African American/Black (non-Hispanic)
   — b. Asian
   — c. Hispanic
   — d. Pacific Islander
   — e. Native American (Indian/Eskimo)
   — f. White (non-Hispanic)
   — g. Other (specify)

17. Your highest educational level. (Check highest level achieved).
   — a. High School Diploma
   — b. Associate Degree
   — c. Bachelor’s Degree
   — d. Master’s Degree
   — e. Doctoral Degree

18. Number of years teaching experience in a two year college.
   — a. 5 or less  c. 11-15  e. more than 20
   — b. 6-10  d. 16-20

19. In your estimation, which socioeconomic class best describes your K-12 familial environment?
   — a. Upper Class
   — b. Upper-Middle Class
   — c. Middle Class
   — d. Lower-Middle Class
   — e. Lower Class

20. Which Allied Health program do you primarily teach in?
   — a. Dental Hygiene
   — b. Dental Lab
   — c. Dietetic
   — d. Emergency Medical
   — e. Medical Assisting
   — f. Medical Laboratory
   — g. Histology
   — h. Medical Records
   — i. Mental Health/Soc.Ser.
   — j. Occupational Therapy
   — k. Physical Therapy
   — l. Physician Assistant
   — m. Radiology
   — n. Nuclear Medicine
   — o. Respiratory Therapy
   — p. Surgical Assisting
   — q. Cardiovascular
   — r. None of the Above

THANK YOU!
Appendix F

Hypothetical At-Risk Admission Profile
APPLICATION FOR ADMISSION

Last Name: Johnson          First: Susan          Middle: A.

Address: 357 E. 13th St.       City: Cleveland       State: Ohio

Length of Present Residence: (yrs.) 1 (mon.) Telephone: Home 391-2240 Work 341-1006

Most Previous Address: 7402 E. 50th St.       City: Cleveland       State: Ohio       County: Cuyahoga

Length of Residence at most previous address: 1 Yrs. __ __ Mon.

Date of Birth: Mon. 15, Day 15, Year 1963       Birthplace: City: Cleveland       State: Ohio       County: Cuyahoga

Sex: __ Male       X Female       Is English your first (primary) language?       X Yes       No

Citizen of U.S.A.       X Yes       No; if not, country of citizenship: ________________________________

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

__ Black, non-Hispanic       __ Hispanic       __ American Indian or Alaskan Native

__ Asian or Pacific Islander       X White, Non-Hispanic       __ Non-Resident, Alien

Name of high school attended: Central High School       Date last attended: Mon. 2, Year 1965

City: Cleveland          State: Ohio

Type of high school certificate received:

__ High school diploma: Mon. 1 Yr. ___

X GED: Mon. 1 Yr. ___

__ Certificate of Completion: Mon. 1 Yr. ___

__ Foreign secondary: Mon. 1 Yr. ___

__ Proficiency exam: Mon. 1 Yr. ___

__ Not a high school graduate

__ Still in High School - Anticipated Date of Completion: Mon. 1 Yr. ___

Colleges attended (most recent first):

College and Branch (if applicable): __________ City: __________ State: __________ Last Attended: __________

College and Branch (if applicable): __________ City: __________ State: __________ Last Attended: __________

Number of Previous college credits earned:

X None          ___ Quarter Credit Hours          ___ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

X No degree at this time       ___ Bachelor's Degree       ___ Certificate

___ Master's Degree or beyond       ___ Associate Degree       ___ Other: ________________________________
Enrollment plans:
- Full-time (12 cr. hrs. or more)  
- Part-time  
- Day  
- Evening (After 5:00 p.m.)  
- Day and Evening

Most important reason for attending this community college: (Check only one)
- Learning skills to get a job  
- Learning skills to advance in job  
- Learning skills to re-enter job market  
- Transfer to four-year college  
- Satisfy general education requirements for another college  
- Improve basic skills in English, math, or reading  
- Taking courses for personal interest  
- Other: ______________________

Career Goal: Type of Work (Mark X)
Of this choice, I am X. very sure; ___ fairly sure; ___ not sure:
- Learning skills to get a job  
- Learning skills to advance in job  
- Learning skills to re-enter job market  
- Transfer to four-year college  
- Satisfy general education requirements for another college  
- Improve basic skills in English, math, or reading  
- Taking courses for personal interest  
- Other: ______________________

In anticipation of enrollment, I would like information on:
- Financing my education  
- Finding employment  
- Daycare Services  
- Handicapped Services  
- Health Care Services  
- Transportation to campus  
- Housing  
- Choosing a major or career  
- Reading skills improvement  
- Study skills improvement  
- Writing Skills improvement  
- Clubs and student activities  
- Work experience credit, transfer credit or credit by examination  
- Other: ______________________

I plan to work while I am enrolled:
- None  
- 1-10 hours/week  
- 11-15 hours/week  
- 16-20 hours/week  
- 21-30 hours/week  
- 31 or more hours/week

Amount of education planned to reach your career goal:
- Graduate, beyond four year degree  
- Associate Degree  
- One to two-year certificate program  
- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature: ______________________  Date: 9/25/XX

FOR OFFICE USE ONLY
Assessment and Placement Test Results and Recommendations: Additional Development Needed?
- [ ] Language Development
- [ ] Writing Skills Development
- [ ] Mathematical Skills Development
Appendix G

Hypothetical Non-At-Risk Admission Profile
APPLICATION FOR ADMISSION

Last Name: Johnson  First Name: Susan  Middle Initial: M.

Address: 7433 Summerwood Dr.  City: Bay City  State: Ohio

Length of Present Residence: 2 (yrs.)  (mos.): Telephone: Home 311-4523  Work —

Most Previous Address: 621 Maplewood  City: Bay City  State: Ohio  County: Saginaw

Length of Residence at most previous address: 10 Yrs.  (mos.):

Date of Birth: Mon. 15 Day 12 Year 69  Birthplace: City: Bay City  State: Ohio  County: Saginaw

Sex: ____ Male  ____ Female  Is English your first (primary) language? ____ Yes  ____ No

Citizen of U.S.A.  ____ Yes  ____ No: If not, country of citizenship __________________________

If not a citizen of U.S.A.: Permanent Resident  ____  Refugee  ____  Student Visa Holder  ____  Other

Ethnic background: The following information is requested to comply with U.S. Department of Education reporting requirements and for college research purposes. This information is optional and will not be used in either college or program admissions decisions.

___ Black, non-Hispanic  ___ Hispanic  ___ American Indian or Alaskan Native

___ Asian or Pacific Islander  ____ White, Non-Hispanic  ____ Non-Resident, Alien

Name of high school attended: Academy  Date last attended: Mo. 05  Yr. 69

City: Bay City  State: Ohio

Type of high school certificate received:

__ High school diploma: Mo. 31  Yr. 69  __ Certificate of Completion: Mo. 31  Yr. 69

__ GED: Mo. 31  Yr. 69  __ Foreign secondary: Mo. 31  Yr. 69

__ Proficiency exam: Mo. 31  Yr. 69  __ Not a high school graduate

__ Still in High School—Anticipated Date of Completion: Mo. 31  Yr. 69

Colleges attended (most recent first):

College and Branch (if applicable)  City  State  Last Attended

College and Branch (if applicable)  City  State  Last Attended

Number of Previous college credits earned:

__ None  ___ Quarter Credit Hours  ___ Semester or Trimester Credit Hours

Highest college degree or certificate I have earned:

__ No degree at this time  ____ Bachelor's Degree  ____ Certificate

____ Master's Degree or beyond  ____ Associate Degree  ____ Other
Enrollment plans:

- X Full-time (12 cr. hrs. or more) __ Part-time

- X Day ___ Evening (After 5:00 p.m.) ___ Day and Evening

Most important reason for my attending this community college: (Check only one)

- Learning skills to get a job
- Learning skills to advance in job
- Learning skills to re-enter job market
- X Transfer to four-year college
- Satisfy general education requirements for another college
- Improve basic skills in English, math, or reading
- Taking courses for personal interest
- Other: __________________________

Career Goal: (Type of Work) ______ Of this choice, I am X very sure; ___ fairly sure; ___ not sure:

In anticipation of enrollment, I would like information on:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financing my education</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding employment</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daycare Services</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicapped Services</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Services</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation to campus</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing a major or career</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading skills improvement</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study skills improvement</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills Improvement</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs and student activities</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience credit, transfer credit or credit by examination</td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours I plan to work while I am enrolled:

- X None
- 1-10 hours/week
- 11-15 hours/week
- 16-20 hours/week
- 21-30 hours/week
- 31 or more hours/week

Amount of education planned to reach your career goal:

- Graduate, beyond four year degree
- Associate Degree
- X One to two-year certificate program
- Classes only, short program, no certificate or degree

To the best of my knowledge, the information reported above is correct/complete.

Applicant's signature: Johnson Date: 6/15/91

---

FOR OFFICE USE ONLY

Assessment and Placement Test Results and Recommendations: Additional Development Needed?

- X Language Development
- No Writing Skills Development
- No Mathematic Skills Development
Appendix H

Cover Letters and Follow-Up Correspondence
April 30, 1991

Dear Colleague:

I am a fellow allied health educator at Columbus State Community College. I am requesting your help with this study because of your knowledge and experience with allied health students in the two-year technical and community college. This survey will only take four minutes to complete. It contains 13 questions plus a faculty demographic section.

As you know, there is presently a shortage of many types of competently trained allied health professionals. It has further been predicted in the literature that the supply of numerous specialties of allied health professionals will not be available to meet the demands of society and the health care system in the coming years.

The two-year technical and community colleges provide training for vast numbers of allied health students. The open-admissions policy of these two-year colleges creates a diverse student population in terms of abilities and backgrounds.

This study will examine the admissions process and how faculty evaluate student profiles. The purpose of this study is to examine the attitudes and perceptions of the allied health faculty in the two-year colleges in Ohio toward student admission profiles. By identifying the attitudes and perceptions of allied health faculty toward their students, which undoubtedly impacts the student-teacher relationship, we can strengthen the support which these students need to be recruited and retained in allied health programs. This relationship is frequently the cornerstone in the success of these students.

Your response is extremely important to the success of this study. Enclosed is a completed college admissions application and an evaluating instrument. Although the admissions process is complicated, and frequently includes other assessment methods such as personal interview, please indicate your feelings and perceptions about this student based on the admission application by responding to the evaluating instrument. Each survey is identified by number to simplify record keeping; however, your response is completely confidential and will only be seen by the researcher. If you would like the results of this study shared with you and/or have any questions, please feel free to contact me at 1-800-621-6407, ext. 2608.

I have included an allied health magnet as a token of thanks for your support in completing this study and ultimately improving allied health education.

I appreciate your taking the time to complete this survey. Please return the questionnaire in the enclosed self-addressed stamped envelope as soon as possible. Thank you!

Sincerely,

Beverly M. Koomba-Gregor
Professor, Allied Health
May 22, 1991

Dear Colleague:

Recently I mailed an admissions application and a short survey to you. I really need your response for this study to be successful and to impact allied health education. Your response is important because of your knowledge and experience with allied health students in the two-year college in Ohio. This survey will only take 4 minutes.

As you know, there is presently a shortage of many types of competently trained allied health professionals. It has further been predicted in the literature that the supply of numerous specialties of allied health professionals will not be available to meet the demands of society and the health care system in the coming years.

The two-year technical and community colleges provide training for vast numbers of allied health students. The open-admissions policy of these two-year colleges creates a diverse student population in terms of abilities and backgrounds.

This study will examine the admissions process and how faculty evaluate student profiles. The purpose of this study is to examine the attitudes and perceptions of the allied health faculty in the two-year colleges in Ohio toward student admission profiles. By identifying the attitudes and perceptions of allied health faculty toward their students, which undoubtedly impacts the student-teacher relationship, we can strengthen the support which these students need to be recruited and retained in allied health programs. This relationship is frequently the cornerstone in the success of these students.

Your response is extremely important to the success of this study. Enclosed is a completed college admissions application and an evaluating instrument. Although the admissions process is complicated, and frequently includes other assessment methods such as personal interview, please indicate your feelings and perceptions about this student based on the admission application by responding to the evaluating instrument. Each survey is identified by number to simplify record keeping; however, your response is completely confidential and will only be seen by the researcher. If you would like the results of this study shared with you and/or have any questions, please feel free to contact me at 1-800-621-0000, ext. 208.

I appreciate your taking the time to complete this survey. Please return the questionnaire in the enclosed self-addressed stamped envelope as soon as possible. Thank you!

Sincerely,

Beverly M. Kovanda-Geiger
Professor, Allied Health
REMINDER!!

Have you returned your Allied Health survey to Columbus State Community College? Your response is extremely important to the success of this study and ultimately allied health education.

Won't you please mail your survey today?

Sincerely,

Beverly Kovanda-Geiger
Professor, Allied Health
1(800) 621-6407 Ext. 2608
REFERENCES


Carbone, G.J. (Spring, 1987). Academic support services for developmental and high-risk students in community colleges. Teaching the Developmental Education Student: New Directions for Community Colleges, 57, 23-31.


