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Remedial Education Programs and Student Success: Perceptions of Faculty and Administrators at HBCUs

Tenora J. Simonez

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REMEDIAL EDUCATION PROGRAMS AND STUDENT SUCCESS: PERCEPTIONS OF
FACULTY AND ADMINISTRATORS AT HBCUs

by

TENORA J. SIMOÑEZ

(Under the Direction of Daniel Calhoun)

ABSTRACT

The purpose of this study was to examine factors that contributed to student success in remedial education as perceived by faculty members and administrators at one public HBCU in the University System of Georgia. The five specific areas that contributed to student success and were identified for review were administrative factors, curricula and instructional models, academic support services, importance of placement tests, and the impact of financial issues. Each of these areas was represented in literature regarding the histories of remedial education programs and HBCUs, recent federal and state admissions and fiscal changes, and instructional best practices of remedial education programs. Literature from these areas and interviews were conducted to examine the impressions of faculty members and program administrators who worked to teach, lead, advise, and test remedial education students at one public HBCU in Georgia.

Using a case study approach the researcher interviewed four faculty members and three program administrators who worked to teach, lead, advise, and test remedial education students at one-public HBCU in Georgia. The researcher believed that it was imperative that the voices and lived experiences of the faculty members and program administrators who worked closely

within this program be examined. After interviewing faculty members and program administrators connected with the remedial education program at the designated institution, it helped the researcher link responses and commentary to better understand the problems that faculty members and program administrators who remediate students at HBCUs face. During this process, the researcher engaged the participants in conversations about their lived experiences; thereby obtaining the impressions of the participants and answering the research questions in this study.

The results indicated that the faculty members and program administrators who worked to teach, lead, advise, and test students at one-public HBCU in Georgia had positive feelings regarding the program, students, and everyone who worked to teach, lead, advise, or test remedial education students; however, the overall impressions were negative in nature regarding the impressions of senior or top-level administrators and faculty members campus wide. The participants' campus wide impressions did not positively contribute to the successes of remedial education students.

INDEX WORDS: Remedial Education Programs, HBCUs, student success, financial issues, academics, administrators and leaders, faculty members

REMEDIAL EDUCATION PROGRAMS AND STUDENT SUCCESS: PERCEPTIONS OF
TEACHERS AND ADMINISTRATORS AT HBCUs

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DEDICATION

To the most wonderful woman in the world: my daughter, best friend, and sister in spirit - Dr. Amber Lauren Jenkins. You have been my biggest supporter throughout this endeavor. Now, I can finally support you by helping to plan your wedding.

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There are many people I want to thank for all of their love, assistance, and support throughout this project. I want to thank my mother and father for giving me life and instilling a quest for knowledge and levels of determination and persistence within me. You taught me early in life the importance of an education to a female, minority, and servant of others.

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CHAPTER ONE

INTRODUCTION

In February 2009, President Obama announced his commitment to ensure that by 2020 the United States would once again lead the world with the highest proportion of college graduates by supporting the Complete College America Plan (Federal Advisory Committee, 2012). In the past, the United States had the highest college completion rates of all countries; however, research revealed that was no longer true. Based on the 2011 Education at a Glance report from the Organization for Economic Cooperation and Development (OECD), college attainment rates for young adults in the United States have remained relatively stagnant at around 40%, while college completion among our greatest competitors has been rapidly increasing (Federal Advisory Committee, 2012). This trend threatened to undermine the nation's global competitiveness and further exacerbate inequality in the nation's income distribution (Federal Advisory Committee, 2012). Thus far, President Obama's goals for improving higher education completion rates have proven difficult to achieve, as many incoming students were not ready for the rigors of post-secondary education.

Each year, thousands of high school graduates enroll at colleges and universities woefully unprepared for the academic challenges that await them. Similarly, a substantial number of adult students, including recent immigrant workers displaced by structural shifts in the labor market, or those applying to college for the first time but lack sufficient SAT or ACT scores for full admission are enrolling in college coursework (Long & Boatman, 2013). As a result, many of these incoming students require remedial education before they can matriculate to college level studies.

Remedial education typically refers to a series of courses for admitted college students who have been deemed as being academically underprepared for postsecondary education (Complete College Georgia, 2012). These courses often are in core areas such as mathematics, English, and reading. Currently, approximately 50% of entering students at four-year and over 60% of freshmen enrollees at two-year institutions require remediation education courses. In addition, there typically are substantial expenses for colleges and universities who operate remedial programs. For example, at public institutions, remedial education programs cost over \$22.3 million dollars annually (Bettinger & Long, 2005; Diamond, 2010).

Due to the large number of students requiring remedial education courses and the significant financial costs associated with this endeavor, there is growing debate about the effectiveness of remedial education programs, specifically at the four-year college level. Proponents of remediation at the postsecondary level assert that these courses help students to acquire skills they may not have received in high school and that they aid in the retention of an at-risk population (Long & Boatman, 2013). Conversely, critics argue that college is not the place to focus on these fundamental skills. They believe that remedial courses may negatively impact college major choice, student persistence, and completion because, in most cases, remedial coursework does not count toward students' graduation requirements (Long & Boatman, 2013). In addition, in today's delicate financial climate, there was growing concern about the cost of maintaining remedial programs, given their success had not yet been proven.

Perhaps the strongest critics were those within the government, particularly at the state level where many policy decisions were made regarding education. In Georgia, opponents of remedial education pushed lawmakers to develop and pass recent legislation raising admission standards and creating policies aimed to either eliminate or reform remedial education at four-

year institutions. These changes could cause significant drops in enrollment and lead to fundamental changes in the core mission for some colleges and universities. In particular, these modifications could be detrimental to institutions that heavily rely on remedial education as part of their enrollment, most notably Historically Black Colleges and Universities (HBCUs) (Bettinger & Long, 2005).

Historically, HBCUs have played a critical role in the American system of higher education. For most of America's history, the only option for African-Americans seeking a college education was at an HBCU (Bailey, Jeong, & Cho, 2010). Today, students are attracted to HBCUs because they can offer a nurturing, family-oriented, cultural and academic setting for first-generation, low-income, minority students encountering some difficulties realizing their full academic potential (Gasman, 2013; Mfume, 2016). In addition, as part of the core mission, HBCUs generally offer a broad range of effective remedial education programs for students because the majority of HBCUs enroll students with lower SAT scores (Gasman, 2013). As such, Historically Black Colleges and Universities experience higher numbers of remedial education students than their Predominately White Institution (PWI) counterparts (Bailey et al., 2010).

Background

Remedial education has been a fixture in American colleges since the end of the nineteenth century when educators developed remedial education courses in order to bridge the educational gap and even the academic field for many underprepared students (Boylan & Saxon, 1998). Today, remedial education programs are prominent at community colleges, and a number of four-year colleges and universities who have students in need of additional academic preparation (Cohen & Brawer, 1989; 2008). In fact, 99% of the nation's public community colleges currently offer remedial courses in one or more subject areas (Scott-Clayton &

Rodriguez, 2012). Studies have shown that at four-year colleges 28% to 40% of students enroll in at least one remedial course (National Conference of State Legislation, 2015). Socio-economic status was thought to play a huge role in remedial education placement. Low-income students (64.7% in two-year colleges and 31.9% in four-year colleges) are more likely to be referred to remedial courses than students from economically affluent backgrounds (National Center for Education Statistics, 2012). However, other studies have shown that students identified as needing remedial education are low and high achieving, come from urban, suburban, and rural environments, and come from all socio-economic status levels (Bustillos, 2012).

Remedial Education. In postsecondary settings, remedial education is sometimes known as developmental education, learning support, or basic skills (Markus & Zeitlin, 1993). It typically consists of a series of courses designed to assist admitted college students who had been determined by their institution of choice as academically underprepared for postsecondary education. For the purposes of this study, the term remedial education will be used instead of other idioms.

Bustillos (2012) defined remedial education as, “Required instruction and support for students who, upon admittance and taking required placement examinations, are found not to have the knowledge or skills necessary for success in college-level courses” (p. 1). The intent of remedial education is to provide these students with the skills that are necessary to successfully complete college-level courses, and to enter and finish a program of study (Complete College America, 2012). Remediation is typically a sequence of semester-long courses in mathematics, reading, and/or English that students must complete before they are allowed to move into college-level courses (Fain, 2012). Remedial courses typically are not credit bearing, they do not

count toward degree or certificate programs, and they can be costly, so these courses can be discouraging and potential stumbling blocks for students (Fain, 2012). The University System of Georgia (USG) has identified remedial education programs as being an impediment to timely graduation and questions remain about how these programs may impact student retention. In spite of those drawbacks, remedial education serves as an important pathway for students who would otherwise not be given the opportunity to attend or complete college (Complete College Georgia, 2012).

Complete College America / Complete College Georgia. A number of federal and state organizations have been created to stimulate the college retention and graduation goals in America. In particular, the organization named Complete College America (CCA) has worked with states to set goals for increasing college completion and made adjustments to higher education policies (Federal Advisory Committee, 2012). Complete College America was developed and initiated by The Charles A. Dana Center, Education Commission of the States, Jobs for the Future, the Bill and Melinda Gates Foundation, and The Lumina Foundation (Federal Advisory Committee, 2012). CCA promotes enrolling students into college-level courses even though they test into remedial education courses, and the organization encourages aligning remedial courses with college-level and using diverse measures of student academic standing for remedial placement (Federal Advisory Committee, 2012). Complete College America has provided large amounts of national data on the proportion of students enrolled in remedial education courses across demographic groups (Federal Advisory Committee, 2012). The Complete College America Plan calls for various state educational agencies, public schools, technical and community colleges, state universities, and cooperating private colleges to close the gap of college completion within reasonable timeframes and at nominal cost (Complete

College Georgia Plan, 2011). In order to attract college students, retain them, and matriculate them to graduation, the Complete College America Plan has initiated several steps to assist states. The Complete College America Plan urges states to set state and campus completion goals, measure progress and success of students, shift from enrollment to performance funding for institutions, reduce time to degree and accelerate success, transform remediation, and restructure delivery of instructions for today's students (Complete College Georgia Plan, 2011).

Complete College Georgia, formally referred to as Georgia's Higher Education Completion Plan 2012, is Georgia's answer to this federal initiative and has stimulated collaborative work around postsecondary completion at the state level (Complete College Georgia, 2012). The Complete College Georgia Plan comprises of the Governor's office, the University System of Georgia's agency heads and board chairs (USG), the Technical College System of Georgia (TCSG), the Georgia Department of Education (DOE), the Georgia Student Finance Commission, key businesses, community, and philanthropic leaders (Complete College Georgia, 2012). The Complete College Georgia Plan projects that by 2020, over 60% of jobs in Georgia will require some kind of a college education; however, currently only 42% of young adults in the state possess a college degree (Complete College Georgia Plan, 2011). If Georgia's young adults continue to gain college degrees at the current rate, statistics show that only 43.5 % will have a college degree by 2020 regardless of racial, ethnic, or socio-economic status (Complete College Georgia Plan, 2011). In order for Georgia to reach its goal of 60% of young adults with degrees, approximately 250,000 additional young adults must obtain a college education (Complete College Georgia Plan, 2012).

When it was developed, Complete College Georgia was not only concerned with the amount of college educated people required to sustain the states' economy, but the plan

examined how long it took young adults, ages 18-36, to graduate. In 2012, 57% of students starting a bachelor's degree will graduate within six years (Complete College Georgia Plan, 2012). Only 11% of students starting an associate's degree in the University System of Georgia graduate within three years (Complete College Georgia Plan, 2012). College completion rates are even lower for African-Americans, Hispanics, adults, low-income, and part-time students (Complete College Georgia Plan, 2012). Evidence from the National Conference of State Legislatures (2015) showed that 42% of African-American and 41% of Hispanic students are referred to remedial courses at higher rates compared to only 31% of their white peers. Georgia's future depends on a diversity of talents and adaptability of a broad base of skills acquired through quality higher education. As a result, system and campus-level leaders have developed goals based on participation from target populations and informed by Georgia's workforce requirements (Complete College Georgia Plan, 2012). These goals had been implemented statewide to all institutions including public Historically Black Colleges and Universities.

Historically Black Colleges and Universities (HBCU). Historically Black Colleges and Universities (HBCUs) were the only institutions in the United States created for the express purpose of educating African-American citizens. Many of these institutions were established during the decades after the Civil War through the federal government's Freedmen's Bureau with assistance from Whites (primarily abolitionist missionaries and Northern philanthropists), who either wanted to Christianize Blacks or train them for their industrial enterprises (Gasman, 2013). In addition, some HBCUs were founded by African-Americans, through the African Methodist Episcopal Church (AME), (Gasman, 2013; Roebuck & Murty, 1993). Until the mid-1960s, HBCUs were, with few exceptions, the only higher education option for most African-Americans. With the integration of historically White institutions during the Civil Rights

Movement, enrollment dropped at HBCUs, and their role of educating the near entirety of the Black middle class shifted (Gasman, 2013). Currently, there are 105 HBCUs in the United States and 24 of them are land-grant institutions (Gasman, 2013; Murty, 2015). These institutions range from public and private, religious and non-sectarian, two-year and four-year, selective and open, urban and rural. HBCUs today enroll 11% of African-American students in the United States, yet they represent less than 3% of colleges and universities in the country (NCES, 2012).

Studies show that the environment of HBCUs can play a significant role in the academic success of African-American students (Allen, 1992; Fleming, 1984; Flowers, 2002; Kim, 2002; Satin, 1975). According to Fleming (1984), HBCUs have been shown to promote intellectual and interpersonal growth for African-American males better than Predominately White Institutions (PWI), and Satin (1975) found that African-American student's experiences of isolation and alienation at PWIs might contribute to a higher degree of student success at HBCUs. Finally, Allen (1992) reported that due to HBCUs conducive environments, African-American students had higher grades, higher occupational aspirations, support, connection, feelings of acceptance and became more engaged than their peers at PWIs. Like their PWI counterparts, HBCUs prided themselves on providing small classes, remedial education, professional and academic internships, regular faculty advisement, and tutoring by faculty and peers (Avery, 2009), but clearly these institutions are unique in the experiences and environment they can provide for African-American students.

Problem Statement

Through the Complete College American Plan, President Obama has challenged leaders within higher education to increase the graduation rate in the United States by 2020, with the goal being to lead in the world as the country with the highest percentage of college graduates.

However, this charge has proven challenging because many incoming college students are simply not prepared for the demands of higher education at the community or four-year college level. Helping students successfully pass remedial and college-level courses can significantly improve their chances for success and increase college completion rates. Therefore, it is imperative that these programs operate efficiently as to improve the academic success of students who required remediation. At HBCUs, remedial education programs are of particular importance, as these institutions rely heavily on the recruitment of at-risk students who often are underprepared for the rigors of college coursework. The success of remedial programs at HBCUs continues to be an ongoing issue that deserves the attention of higher education leaders and policymakers (National Conference of State Legislature, 2015).

Historically Black Colleges and Universities (HBCUs) have been known to provide educational access to African-American students who might not otherwise be admitted to higher education institutions. Since their inception, these institutions have provided a unique learning environment for minority students that encourages academic and interpersonal growth which PWIs cannot always replicate (Allen, 1992; Satin, 1975; Fleming, 1984; Flowers, 2002; Kim, 2002). For minority students, HBCU environments have been shown to encourage contact between students and faculty, develop cooperation among students, promote active learning, and respect diverse talents and various ways of learning more than at PWIs.

Current research has shown that one half of the populations entering into four-year colleges and universities are underprepared regardless of racial identity or socio-economic status (Bustillos, 2012; Mfume, 2016). Students of color are over-represented among remedial education enrollments at HBCUs and PWIs throughout the country, and students with these characteristics are less likely to graduate no matter where they attend college (Mfume, 2016;

Gasman, 2013). Predominately White Institutions (PWIs) with institutional characteristics and student populations that are similar to HBCUs has similar graduation rates (Avery, 2009; Gasman, 2013). Unfortunately, due to new state and federal fiscal guidelines, public HBCUs must adhere by the same rules set forth by the Board of Regents for the University System of Georgia as PWIs. This means that regardless of the racial identity or socio-economic status of the majority of students who attend colleges in the university system, all public institutions must admit, retain, and matriculate students to graduation before six-years (Chen, Ingram, and Davis 2015).

Remedial education is a core value of HBCUs and plays a key role in the recruitment and retention processes at these institutions. Although remedial education programs are common place at HBCUs, only a handful of institutions have demonstrated success with remedial programs in terms of student matriculation to graduation. Under the Complete College Georgia Plan, USG has reduced the financial budget for remedial education programs. Since HBCUs depend heavily on African-American student enrollment, reductions in funding would have a significant impact on these institutions. USG has identified remedial education programs as being an impediment to timely graduation and questions remain about how these programs impact student retention, particularly at HBCUs. In addition, there has been very little, if any, research conducted at the public HBCUs in Georgia exploring possible factors that contributed to the matriculation of remedial students toward graduation. At HBCUs, the perceptions of the faculty and administrators who were directly involved in remedial education is important, but at the time of this study, have been unaccounted for in current research. Ultimately, these individuals work together to design and implement the curricula and programs in hopes of ensuring student success. The first-hand knowledge and perspectives provided by these

individuals is crucial to understanding how these programs work, regardless of changes in policies, leadership, or state and federal cuts. Clearly, examining the factors that contribute to student success in remedial education programs as perceived by faculty and administrators in remedial education programs at HBCUs was necessary.

Purpose of the Study and Research Questions

The purpose of this study was to examine factors that contributed to student success in remedial education as perceived by faculty members and administrators at one public HBCU in the University System of Georgia. As such, the principal research question that guided this study was: What are the factors, as perceived by faculty and administrators, that contribute to student success as it relates to completion of remedial coursework at one of the public HBCUs in the University System of Georgia?

In addition, four sub-questions were used to support the overarching question and further examine the factors, as perceived by faculty and administrators that contribute to student success as it relates to completion of remedial education coursework. They were as follows:

1. What do faculty members and administrators within remedial programs at one public HBCU in Georgia perceive to be administrative factors that contribute to student success?
2. What do faculty members within remedial programs at one public HBCU in Georgia perceive to be curricula and instructional models that contribute to student success?
3. What academic support services are available at one public HBCU in Georgia for students enrolled in remedial education programs and what are the perceived needs or challenges that continue to exist?

4. What do faculty members and administrators in remedial education programs at one public HBCU in Georgia perceive to be the role of placement test practices and what changes, if any, do they view as necessary to increase student success in remedial education programs?
5. What do faculty members and administrators perceive to be financial issues that impact remedial education at one public HBCU in Georgia?

Significance of the Study

The results of this study could be significant to top-level and program administrators, faculty members, and staff at public HBCUs in Georgia. In addition, the findings could have impact on leaders at other institutions in the state with high African-American and/or minority enrollment overall. Faculty members involved in remedial education curricula and instructional design may read this study and recognize the importance of utilizing various methods of instructions including differentiated and blended instructions, group activities, and one-on-one conferences. Similarly, program directors may see the importance of placing full-time, dedicated, caring and understanding faculty members in the classroom. Remedial education directors, advisors, and coordinators can examine the infrastructure at the institution studied and use the data to recommend changes such as collaboration between the local public school districts and the institution to implement programs that reach out to secondary education students such as just-in-time dual enrollment and summer-bridge programs for recent high school graduates. The directors of advisement and testing can use this information to see how implementing data-driven trends in early middle and high school populations can prepare students to meet the academic requirements of higher education and post-secondary education.

As a result of viewing these data, top-level administrators such as provosts and vice presidents of academic affairs might be more willing to offer financial and emotional assistance to the remedial education programs in part, so that the students under their care can receive all tools and instructional techniques available to them and so that the faculty members and program administrators can reach out to the local school districts to offer valuable information regarding important strategies that would help potential students learn how the admissions, acceptance, and financial aid processes work. Advisors can utilize this information to assist potential students regarding program-of-studies and career choices based on individual abilities. Finally, this study's findings could provide the opportunity for administrators and faculty members to examine the connections between secondary and post-secondary teaching strategies and how public schools and universities must work together to embrace all students who seek degrees.

Procedures

The method used for this study was qualitative in nature. Creswell (1998) defined qualitative research as a process of understanding based on distinct methodological traditions of inquiry that explored a social or human problem. Also, qualitative research was described as a complex and holistic picture of the social or human problem; a form of social inquiry that focused on the way people interpret and make sense of their experiences and the world around them (Creswell, 1998). Qualitative research methodology focused on the nature of human experiences and was best suited to this study because it attempts to discover the subtle nuances of lived experiences and to explore the collective experiences and voices of those involved. Interviewing people involved in the teaching, administration, and development of remedial education programs at HBCUs helped the researcher understand what specific administrative and curricula needs existed for this particular population of students. Since very little research had

been conducted on remedial education programs at HBCUs, it was imperative that the voices and lived experiences of the faculty members and program administrators who worked closely within this program be examined. Interviewing faculty members and program administrators connected with the remedial education program at the designated institution helped the researcher link responses and commentary to better understand the problems that faculty members and program administrators who remediate students at HBCUs faced. This process engaged them in conversations about their lived experiences. Rubin and Rubin (2005) noted that interviewing and linking the commentaries of participants who work directly with students allows the researcher to gather descriptive senses including complex ideas, issues, conditions, and allows for clarification of interpretations and understanding of collective experiences. Through conversations and expressions of the respondents' lived experiences, the researcher gained answers to the research questions that guided this study.

Limitations and Delimitations

This study was conducted within the state of Georgia and, more specifically, it examined factors as perceived by faculty members and program administrators that contributed to student success in remedial education at one public Historically Black Colleges and Universities; therefore, it could be argued that the results cannot be generalized to all HBCUs throughout the United States. Additionally, the research was limited to remedial coursework that was below core-curriculum level in English, reading, and mathematics at the four-year college level because all remedial education courses counted in the overall grade point average but yielded zero graduation points. Another limitation to this study was the researcher was uncertain of how many part-time administrators, faculty members, or adjunct instructors were presently utilized at the

designated HBCU that was under study. The institution under study employed only full-time faculty members and program administrators.

The research was delimited to one public four-year HBCUs in the state of Georgia. Out-of-state and private HBCUs that offered remedial education programs were not included in this study. The research examined one of the public HBCUs that met the study's criteria. In addition, the only personnel who were interviewed were those who worked in and for the remedial education program at the designated institution involved in this study.

Assumptions

The researcher assumed the interview protocol created to collect qualitative data measured the requested data accurately and that the protocol was trustworthy. Also, the researcher expected answers provided in response to qualitative instruments to be honest and accurate. In order for the results of this study to be trustworthy, the researcher made the assumption that the faculty members and program administrators who worked in the remedial education program at the designated institution were the authority; therefore, they were to be the group who was surveyed or interviewed. Also, the assumption was that their feedback would yield accurate data regarding student success in a remedial education program at one public HBCU in Georgia.

Definition of Key Terms

There were fundamental terms that required definition in order to understand their relation for the purposes of the study. They were as follows:

Historically Black Colleges & Universities (HBCU): In 1965, in Title III of the Higher Education Act of 1965, Congress officially defined an HBCU as a school of higher learning whose principal mission was and is the education of African-Americans and was

accredited and established before 1964. The first HBCU, Cheney University, was founded in Pennsylvania in 1837. Although HBCUs were created to support African-American students, these institutions were no longer exclusively for African-American students. HBCUs have been known to provide educational access to African-American students who might not otherwise have access to other higher education institutions (Avery, 2009).

Land-Grant Institutions: Land-Grant Institutions were institutions of higher education in the United States designated by a state to receive the benefits of Morrill Acts of 1862 and 1890. The mission of land-grant institutions was to focus on the teaching of practical agriculture, science, military science, and engineering as a response to the industrial revolution and changing social class (Roebuck & Murty, 1993).

Remedial Education Program / Learning Support / Developmental Education: Remedial Education in postsecondary settings, also known as *developmental education, learning support, or basic skills*, was a series of courses for college-admitted students who, upon admittance and taking required placement examinations, were found not to have the knowledge and skills necessary for success in college-level courses. Remediation was typically a sequence of semester-long courses in English, reading, and mathematics that students must complete before they were allowed to move into college-level core curriculum courses. Remedial courses were not credit bearing, which means that they do not count toward degree or certificate programs, they were costly, and they were discouraging stumbling blocks for students. Students in remedial education courses were eligible for financial aid for two semesters for English and three semesters for the Mathematics sequence (Complete College Georgia, 2012).

COMPASS Placement Test: COMPASS was an untimed, computerized test that helped colleges and universities evaluate academically underprepared students' skills and placed them into appropriate courses. COMPASS offered tests in reading, writing, math, essay writing, and English as a Second Language (ESL). COMPASS results were immediate upon completion of each individual test, and the score report told advisors which courses students took. The University System of Georgia's passing scores or exemption scores were English 60, reading 74 – 76 (based on individual institutions), and mathematics 37. The COMPASS examination was administered through the testing center at each institution. Students who were selected to take the COMPASS test scored below 17 on ACT in English and Mathematics; below 400 Math / 430 Verbal on SAT; possessed less than 2.0 / 2.20 High School Grade Point Average (HSGPA); or possessed a GED (Complete College Georgia, 2012;).

English 0099: English 0099 was a course designed to prepare students for collegiate work. Students who scored below the University System of Georgia's placement standards of 60 were placed in English 99. This course was intended to serve students who were not prepared for core-curriculum English courses and needed additional preparation in writing. Students who were served by the English 99 course were students who scored below the USG minimum admission requirements on the COMPASS, SAT or ACT, had deficiencies in English, and students who elected to enroll in the remedial education program in order to prepare for core-curriculum writing courses. To be exempted from the COMPASS placement test in the remedial education / Learning Support Program, students had scores above 430 on the SAT Verbal, 17 ACT English, scored above

proficiency level on the Georgia High School Graduation Test, and had met the required high school curriculum requirement in English (Complete College Georgia, 2012).

English / Reading 0989: English / Reading 0989 was a course designed to prepare students for collegiate reading work. Students who scored below the University System of Georgia's placement standards of 74 – 76 were placed in English / Reading. This course was intended to serve students who are not prepared for core-curriculum reading and writing courses and needed additional preparation in reading, writing, and study skills. Students who were served by the English / Reading 0989 course were students who scored below the USG minimum admission requirements on the COMPASS, SAT or ACT, had deficiencies in critical reading, and students who elected to enroll in Learning Support courses in order to prepare for core-curriculum reading courses. To be exempted from the COMPASS placement test in the remedial education / Learning Support program, students had to score above 430 on the SAT Verbal / Critical Reading, 17 ACT English, scored above proficiency level on the Georgia High School Graduation Test, and met the required high school curriculum requirement in English (Complete College Georgia, 2012).

Mathematics 0097/ 0099/ 1101/ 1001: Mathematics 0097/0099/1101 was a series of courses designed to prepare students for collegiate mathematics work. Students who scored below the University System of Georgia's placement standards of 37 were placed in Mathematics 0097. This course was intended to serve students who were not prepared for core-curriculum mathematics courses and needed additional preparation in mathematics. Students who were served by the Mathematics 0097 / 0099 / 1101 were students who scored below the USG minimum admission requirements on the COMPASS, SAT or

ACT, had deficiencies in mathematics, and students who elected to enroll in Learning Support courses in order to prepare for core-curriculum mathematics courses. To be exempt from the COMPASS placement test in the remedial education / Learning Support Program, students scored above 400 on the SAT Mathematics, 17 ACT in mathematics, scored above proficiency level on the Georgia High School Graduation Test, and met the required high school curriculum requirement in Mathematics (Complete College Georgia, 2012).

Faculty Member Participants: For the purposes of this study, faculty member participants referred to English, reading, and mathematics instructors at Pacific Coast State University (PCSU) in the remedial education program.

Program Administrators: For the purposes of this study, program administrators referred to the interim director, advisors, and coordinators who worked in collaboration with the faculty members at Pacific Coast State University (PCSU) in the remedial education program.

Senior / Top-Level Administrators: For the purposes of this study, top-level administrators referred to institutional administrators such as the president, provost, and vice president of academic affairs. These administrators were the leaders of the institution and they set rules and regulations that governed Pacific Coast State University (PCSU).

Student Success:-For the purposes of this study, student success was defined as the completion of all required remedial education coursework by passing the course, completion of remedial education coursework and co-requisite courses such as English 1101 and Math 1101/1001, or any other allowable measurements of completion as required by USG (Complete College Georgia, 2012).

Chapter One Summary

Chapter One provided an introduction and definition to remedial education programs, recent connections to the Complete College America and Complete College Georgia Plans, and Historically Black Colleges and Universities (HBCUs). This chapter offered differing opinions regarding whether remedial education programs should be accessed at the four-year college level. Also, Chapter One included the problem statement, research questions, significance of the study, definitions of key terms, and the limitations, delimitations, and assumptions associated with this study. Chapter Two, will depict a comprehensive descriptive and historical literature analysis of the following: remedial education, Complete College Georgia Plan, HBCUs, fiscal issues faced by all public universities statewide, and the impact the Complete College Georgia Plan had on remedial education at all public institutions including HBCUs. Chapter Three will provide precise details regarding the research process. The research questions and purpose of the study will be discussed initially, followed by a discussion of the qualitative research design, case study approach, site selection, participants, role of the researcher as faculty and instrument, and examination of the researcher's lens. Finally, the researcher will offer a detailed analysis of instrumentation, discussion of data collection, management, and analysis processes, and a comprehensive discussion about levels of trustworthiness, and ethical considerations. Chapter four will report the results of the analysis and findings that emerged from the study. Chapter five will contain the summary of the study, the summary findings, discussion, recommendations for further study and conclusions drawn from the study.

CHAPTER TWO

REVIEW OF SELECTED LITERATURE

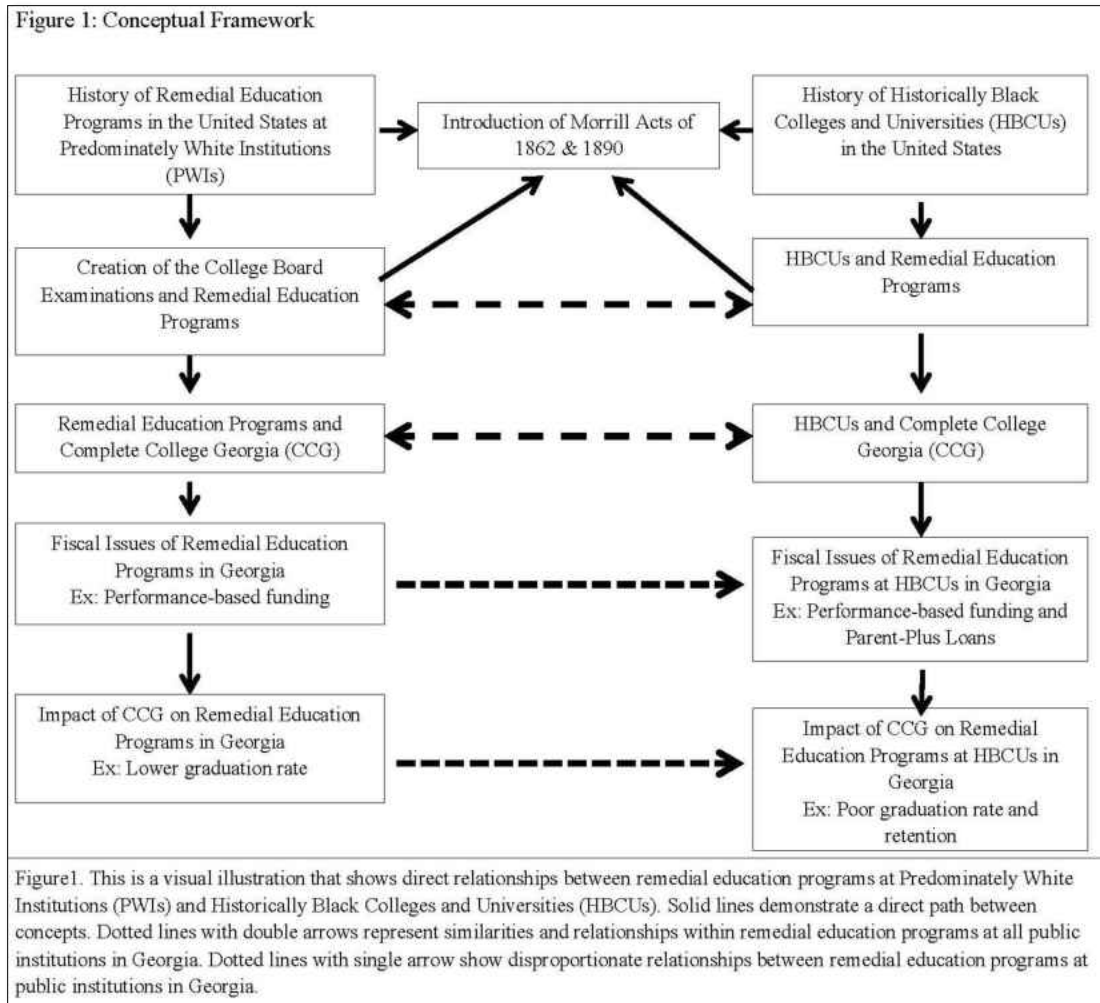
Introduction

The number of high school students who enroll in colleges after graduation is on the rise. However, many students are surprised to discover in order to begin their college coursework, they have to first enroll in and complete remedial courses (National Conference of State Legislatures, 2015). According to The Governor's Office of Student Achievement, approximately 50% of incoming University System of Georgia (USG) students need remediation upon entering college and only 24% of these students who receive remedial education earned a bachelor's degree within six-years (Delaney & Beaudette, 2014). Data showed that students were less likely to complete college the longer they spend in remedial classes; therefore, if remedial programs were accelerated and tailored to fit students' specific needs, USG would improve college completion rates in Georgia (Complete College Georgia, 2012).

In 2011, Governor Nathan Deal announced plans for the implementation of the Complete College Georgia Initiative Plan which was designed to improve college access and completion (Delaney & Beaudette, 2014). Complete College America and Complete College Georgia Plans were designed to help students avoid remedial education through better preparation in high school. Inevitably, however, some students still needed remediation, but by helping all students successfully pass remedial and college-level courses, it significantly improved their chances for success and increased college completion rates (National Conference of State Legislatures, 2015).

Conceptual Framework and Organization of Literature Review

This literature review began with a detailed descriptive and historical analysis of the remedial education program in the United States. This was followed by an explanation of the association between remedial education programs, Complete College Georgia, fiscal issues, as they related to both PWIs and HBCUs public institutions in Georgia (see Figure 1). This chapter discusses faculty and administrators who must be in place in order to ensure successful remedial education programs, and it links remedial education programs with state and federal fiscal concerns. The literature framework offers a definition and historical exploration of HBCUs as it reviewed the historical and current issues that faculty members, administrators, and students faced while employed at and/or in attendance at HBCUs. The chapter examines the controversy surrounding the exclusive use of placement tests at PWIs and HBCUs, while identifying the impact Complete College Georgia has had on HBCUs and their budget, morale, and enrollment. In order to understand the importance of remedial education programs and their connections to HBCUs, one must understand the foundation upon which the remedial education model was built and for whom the model was initially designed to serve.



Historical Background of Remedial Education

Remedial education and open admission in the United States dates back to the nineteenth century when in 1852 the president of the University of Michigan, Henry P. Tappan, stated that American colleges were spending too much time teaching courses on an elementary level that could be more properly taught in primary schools (Markus & Zeitlin, 1993). The belief was that by admitting poorly-prepared students, colleges and universities were lowering, therefore, diluting their academic standards and wasting resources (Simms, 1984). It was Tappan who, in 1851, first proposed the concept of junior colleges as a means of relieving colleges and universities of the burden of underprepared freshmen (Cohen & Brawer, 1989).

Introduction of the Morrill Acts of 1862 and 1890

In 1862, Congress passed the Morrill Act to assist states in financing the higher education institutions known as land-grant colleges to teach agriculture and mechanical arts (Lorenzo, 1993). Land grant colleges were typically open to all state residents who had completed an academic course of study in high school (Lorenzo, 1993). The philosophical design was that land-grant institutions focused on more practical subjects such as agriculture and mechanical arts (Markus & Zeitlin, 1993). By moving higher education toward utilitarian goals, an entirely new purpose was formed (Lorenzo, 1993). Two concurrent consequences were associated with the Morrill Act: less stringent admission policies and an increased need for preparatory courses (Lorenzo, 1993). Later, Iowa State College's, the first land-grant college, administration decided to have a mandatory admissions requirement for students to do arithmetic, and to read and write. When students lacked the necessary skills to function regularly in classes, they were placed in courses administered by the college's preparatory department (Markus & Zeitlin, 1993).

In 1878, a second Morrill Act was introduced furthering an egalitarian concept of access to higher education which allowed college students admittance regardless of socioeconomic status or elitist membership in society (Markus & Zeitlin, 1993). Critics credited the Morrill Act of 1878 for liberalized admissions standards and entrance to the "open door" admissions policies with associated benefits and problems more than a hundred years later (Markus & Zeitlin, 1993). Most public black colleges, with the exception of federally funded Howard University, were started after passage of the Second Morrill Act in 1890 which provided federal funds for land-grant colleges (Avery, 2009). To remedy faculty perceived deficiencies in the writing skills of freshmen, the faculty of Harvard College (University) developed special English courses in 1874 (Markus & Zeitlin, 1993). Open admissions or remedial education had a longer history in

America if one considered Harvard College's provision of Latin and Greek tutors to its underprepared students in the 1600s as a form of remediation (Spann & McCrimmon, 1993). Remedial Education Programs and the establishment of the College Entrance Board.

To form cohesive and uniformed admissions policies throughout higher education, the College Entrance Board was established in 1890. By 1907, due to intense competition for students, prestigious institutions such as Columbia, Harvard, and Yale found over half of their matriculated students failed to meet expected entrance criteria. However, in order to fill their classes, these schools admitted underprepared students (Markus & Zeitlin, 1993). By 1915, educating the underprepared student became more evident because over 350 institutions of higher learning had formed college preparatory departments (Maxwell, 1979). Preparatory departments were charged with improving the basic learning skills of underprepared high school graduates (Maxwell, 1979). Between 1930 and 1939, colleges and universities such as Yale, New York University, and Harvard began to establish formal remedial programs to remedy weaknesses in the reading abilities of incoming freshmen (Markus & Zeitlin, 1993). The instructional model used in 21st Century classrooms have had few changes since 1980s (Avery, 2009).

Remedial Education and Complete College Georgia. As Georgia and its institutions embarked on ambitious remedial education reforms, it had become clear that improving the success of students who were placed into remedial education courses was pivotal to the college completion agenda (Complete College Georgia, 2012). One of the major goals of the Complete College Georgia Plan (CCG) was a transformation of remedial education and since an estimated 50% of undergraduates and 70% of community college students who entered colleges needed remediation, remedial education programs were critical to the state's success as well as students

(Complete College Georgia, 2012). According to Bustillos (2012), approximately one-half of college students were required to enroll in at least one remedial course. The vast majority of students who received remediation were enrolled in two-year colleges since four-year institutions tended not to admit them or were more selective in the admission process (Bustillos, 2012). Unfortunately, fewer than 26% of two-year college students who entered remediation received an associate's degree within 3 years or bachelor's degree within 6 years. In fact, most students who were referred to remedial education did not even complete the remedial sequences (Complete College America, 2012). One study found 46% of students completed the sequence in reading and only 33% completed it in math (Complete College America, 2012). In addition, the cost of remedial education to the state of Georgia was conservatively estimated at \$22.3 million annually (Diamond, 2010).

With half of all students in postsecondary education taking one or more remedial education courses and college completion rates for those students well below state and national goals, it was critical that remedial education reform be an essential component of state and national college completion efforts at both the institutional and state policy levels (Complete College Georgia, 2012). Based on these data, it appeared that remedial education restructure was necessary. In order to reorganize and streamline remedial education programs, it was imperative to understand its extensive history.

Faculty Member of Remedial Education. Colleges and universities were finding that more and more recent high school graduates, as well as, returning adults needed some type of remediation (NCES, 2003; National Conference of State Legislatures, 2015). Due to accountability concerns, institutional leaders examined issues such as faculty workload and faculty assessment techniques. In a research brief for the American Association of Community

Colleges, Shults (2000) found that approximately 30% of faculty members who taught remedial courses at public institutions were part-time. Also, only 20% of community colleges required that full-time faculty have specific training in assessment techniques for remedial courses (Boyer, Butner, & Smith 2006). Faculty members who taught remedial education courses must be committed to students and have various pedagogical approaches (Boyer et al., 2006). In 2000, 56% of all public four-year institutions offered remedial courses through traditional academic departments (NCES, 2003), and the faculties who taught remedial courses in traditional departments were overwhelmingly part-timers. Roueche and Roueche (1996a, b) suggested that remedial faculty who taught in exemplary programs have significant classroom experience and a broad repertoire of teaching techniques. It was imperative that faculty who taught in remedial programs have pedagogical training that supported good instruction (Boyer et al., 2006). Kozeracki (2005) stated, “Central to developmental students’ academic success was the presence of a well-trained, dedicated, and respected faculty” (p. 39).

Faculty workload was the most important component of remedial education students’ success. Allen (1996) defined faculty workload as how much a faculty member had to do and it was measured by the total amount of times per week faculty members devoted to teaching, research, administration, and public service. Meyer (1998) described faculty workload as time spent on professionally appropriate activities or duties assigned or completed. In most terms, faculty workload was defined as the number of courses taught (Boyer et al., 2006). Studies indicated that faculty members who taught at two-year colleges had heavier teaching loads than those who taught at four-year doctoral and non-doctoral institutions (NCES, 1996). Faculty members at four-year colleges or universities were more likely to have teaching assistants and dedicated more time to research and publications (Boyer et al., 2006). Traditionally, remedial

courses most often occurred at the community college where faculty members taught more classes and had less access to teaching assistants. According to Roueche and Roueche (1999a), the best faculty members who were dedicated to students and employed a variety of methodologies ensured academic success.

Based on current studies, the status of faculty productivity and assessment techniques suggested that more full-time faculty were hired to teach remedial courses. Full-time faculty members were more integrated into the system and had a greater stake in developing their pedagogical skills to facilitate learning in the remedial classroom (Boyer et al., 2006). The method of delivery of these courses by faculty played a significant role in the success of students, the goals of remediation, utilization of faculty resources, and the overall increase in student retention. Assigning three quarter of remedial education courses to adjunct or part-time instructors as shown in national data was counterproductive because of limited access to classroom and students, engagement in multiple jobs to earn adequate income, and lack of input or marginal participation in departmental decision making (Gerstein, 2009). Institutional leaders and policies often assumed that an increase in the amount of time faculty spent on instruction increased their attention to teaching; however, when examining assessment techniques, variations were more pronounced between public and private institutions than between the two and four-year institutions (Boyer et al., 2006). Trends for the future suggested that technology had an impact on the instructional strategies as well as the delivery of courses and computerized assessment measures versus paper-and-pencil measures. Institutions predicted the implementation of online assessment and creation of distant education courses (Boyer et al., 2006).

Leaders of Remedial Education. Remedial education at the college level was by no means a new issue, but it was one that both K-12 and higher education leaders were still working to solve. Some of the problem stemmed from the fact that many states could not accurately pinpoint exactly how many students needed remediation because few states reported information about students back to elementary, middle, and high schools (Bidwell, 2014). Another issue that leaders of remedial education faced was the unintended consequences of recent funding policies on public colleges and universities. Performance-based funding (PBF) was adopted in Tennessee in 1979 as a politically popular strategy to improve the outcomes of course completion and the number of degrees awarded (Kelchen & Stedrak, 2015). Although research suggested that performance-based funding systems had not been particularly effective in increasing the number of degrees that public colleges granted, the fact was that PBF was adopted in more states. Many states' performance-based funding systems were highly inequitable. They favored research universities over less-selective colleges, even though less-selective colleges enrolled the largest share of low-income students and / or remedial students (Kelchen & Stedrak, 2015). This disconnect reflected less on the institutions themselves than on the tendency in the United States to invest in students who needed the least help instead of those who needed the most (Gasman, 2013). Also, studies indicated that leaders of colleges generally did not change spending on instruction or research, but they did see significantly less revenue from federal Pell Grants that were primarily given to students with family incomes below \$60,000 per year, suggesting fewer low-income students enrolled (Kelchen & Stedrak, 2015). College leaders and administrators were urged to consider fiscal matters more carefully since four-year colleges offered institutional grant aid, potentially in the form of merit-based scholarships to attract higher-income students with a greater likelihood of graduating (Kelchen & Stedrak, 2015). In the face of increasingly

tightened budgets and pressures to demonstrate their effectiveness to legislators, college leaders and administrators tied some of their higher education funding to student outcomes. Although college leaders said that high school teachers, not professors, were responsible to ensure students met basic standards, political leaders and state legislators stated that they should not have to pay twice to educate students, and everyone admitted that traditional remedial education programs were not working for millennial students (Wellman & Vandal, 2011).

Fiscal Issues of Remedial Education. In Georgia, fiscal concerns played a huge role in remedial education. Governor Nathan Deal said, “Only the brightest of college students, those with at least a 3.7 high school GPA, would receive the HOPE Scholarship which cover all tuition” (Diamond, 2010, p.1). Some of the changes to the new HOPE Scholarship involved eliminating the grant for students who needed to take remedial courses in colleges (Diamond, 2010). By fall 2012, the university system no longer admitted students who needed remedial assistance in all three areas-reading, English, and mathematics because remedial instruction was expensive and many of the students never graduated (Diamond, 2010). The University System of Georgia reported that about one in four freshmen, more than 14,000 students, took remedial classes in fall 2009, and the university system spent approximately \$22 million annually on remedial classes (Diamond, 2010). The general consensus of Georgia’s state government was the more time it took to graduate, the less likely students were to complete a certificate or degree, and the state was less likely to financially recover from student loan payouts (Complete College Georgia, 2011).

Placement Tests in Remedial Education. Based on research studies conducted by Community College Research Center at Columbia University Teachers College, findings indicated that popular placement tests were consigning students to remediation who could have

succeeded in credit-bearing courses (Fain, 2012). Critics of placement tests stated that the tests were flawed and limited and were faulty predictors of whether students could do college-level work (Abdul-Alim, 2012). The implication was that many students placed in developmental education courses could succeed with a C or better in a college-level course (Abdul-Alim, 2012). Also, critics of placement tests stated that the tests used to place students in remedial classes focused on a very narrow set of skills in reading, writing, and mathematics that often had very little relationship to the content students needed for their preferred programs of study (Complete College Georgia, 2011). Multiple measures were to be used to provide guidance in the placement of students in gateway courses and programs of study. Multiple measures that assessed academic skills, student academic goals, and non-cognitive factors such as student motivation, effort, and efficacy were steps to be examined (Complete College America, 2012). Incorporating high school grade point average into placement decisions was an efficient way to assess student capacity to pursue college-level work (Complete College America, 2012).

CCG Implements Placement Test Changes. Remedial education courses were generally designed to prepare students for either college-level English composition or college algebra. However, specific basic skill requirements differed across disciplines (Complete College Georgia, 2011). For instance, mathematics needed for nursing was different from mathematics needed for business or pre-engineering (Complete College Georgia, 2011). Writing and reading conventions also differed across fields, and a one-size-fits-all approach to remedial education did not provide solid academic preparation for the programs of study most students pursued (Complete College Georgia, 2011). Currently, the placement process functions as a way to decide who will be placed in and out of remedial coursework, but placement tests needed to play

a role in helping students make an informed choice regarding program of study (Complete College America, 2013).

Impact of Complete College Georgia on Remedial Education. Complete College America was a national nonprofit model with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainable gaps for traditionally underrepresented populations (Complete College Georgia, 2011). In 2009, President Obama's administration initiated Complete College America which charged thirty-three states, including the District of Columbia, to reorganize their two-and four-year college certificate and degree plans (Complete College Georgia, 2011). With statistical data provided from each state, a comprehensive review of the state of American higher education was constructed (Complete College Georgia, 2011). Recent research show that if the goal is for students to enter and move through programs of study that lead to completion of a credential, remedial education, as it is practiced, cannot matriculate them to graduation within a reasonable amount of time (Complete College Georgia, 2011). Complete College Georgia impacted remedial education because students who applied to colleges were often told that they were not ready for college level work; however, a long sequence of remedial courses that did not count toward a degree or credentials were discouraging, expensive, and ultimately led to a dead end. Institutions that received state funding had to build into their base budgets factors such as credit accumulation and degree completion (Complete College Georgia, 2011). It was important that colleges and universities be rewarded for maintaining a commitment to student enrollment and ensure that the mutually important objectives of access, progress, and success were equally valued (Complete College America, 2013).

Fewer than 25 percent of community college students who were placed into remedial education ever received a degree or certificate (Complete College America, 2011). Also, CCA noted that only one-quarter of community college students who took a remedial course graduated within eight years (Fain, 2012). Based on data collected from the commission, antiquated remedial education programs were cited as the leading collapse of higher education; it explained why so few institutions tended to recruit college-prepared students, retain them, and graduate them with credentials or degrees within four years (Complete College Georgia, 2011). Complete College America Plan (CCA) recommended that vast amounts of admitted unprepared students were placed in college-level gateway courses with mandatory, just-in-time instructional support, and institutions were urged to combine reading and writing instruction and align mathematics to programs of study, matching the curriculum to real-world career needs. For severely underprepared students, institutions were to provide remedial help paralleled to highly structured coursework (Complete College America, 2013).

Historically Black Colleges and Universities (HBCUs)

In Title III of the Higher Education Act of 1965, Congress officially defined an HBCU as a school of higher learning whose principle mission was the education of African-Americans and was accredited and established before 1964. The first HBCU, Cheney University, was founded in Pennsylvania in 1837 (Mfume, 2016). Although most Black colleges and universities were located in the Southern United States, they encompassed a wide variety of institutional characteristics and types. Included among the ranks of the nation's Black colleges were public and private schools; land-grant and small liberal arts institutions; selective and open-enrollment schools; coed and single-sex colleges; predominately black and predominately white institutions;

associates and baccalaureate degree-granting campuses; research, medical, and professional schools; as well as a handful of church related Bible colleges (Herd-Clark & Newkirk, 2012).

At the close of the Civil War, the number and diversity of Black colleges grew as Blacks and their supporters established hundreds of schools to educate the freemen (Herd-Clark & Newkirk, 2012). Historian David W. Blight stated, “With bricks, mortar, and sometimes curriculum provided or influenced by northern White philanthropy, colleges became the main stay of Black hopes” (as cited in Herd-Clark & Newkirk, 2012, p. 13). Although HBCUs were originally created to educate and support African-American students, today a significant percentage of non-African-American students have enrolled at these institutions (Avery, 2009; Gasman, 2013). Gasman (2013) wrote, “In 1950, Blacks made up nearly 100% of HBCU enrollment, but in 1980, they represented 80% of total enrollment.” (p. 6). Nationally, 25% of HBCUs had at least a 20% non-Black student body (Gasman, 2013). In 2011, Latino enrollment at HBCUs had increased by approximately 5%, and Asian-Americans enrollment at HBCUs showed a 60% increase from 2001. The White enrollment at HBCUs hovered between 10 – 13% in the past 20 years (NCES, 2011).

Around the same time that remedial education programs were started, Congress passed the Morrill Land Grant Acts of 1862 and 1890 to assist states in financing higher education institution (Roebuck & Murty, 1993). The mission of these land-grant institutions, as set forth in the 1862 Act, focused on the teaching of practical agriculture, science, military science, and engineering as a response to the industrial revolution and changing social class (Roebuck & Murty, 1993). These land grant institutions focused primarily on subjects such as agriculture and mechanical arts and were implemented as a way to address the educational needs of minority and underprepared students for college-level work (Field & Murty, 2012).

History of HBCUs

In 1860, there were approximately 4 million Black slaves and 27 million Whites in the United States (Roebuck & Murty, 1993). Ninety-two percent of the Blacks resided in the South, alongside 8 million Whites (Berlin, 1974). Blacks, with a few exceptions, were restricted by law from obtaining a college education in the South, and by social custom elsewhere in the United States (Roebuck & Murty, 1993; U.S. Department of Education, 1991). For scores of African-American families encumbered by bigotry, discrimination, and poverty, the establishment of a culturally congenial academic home base meant that they too were provided access to an academic equity afforded other Americans (Harper, 2005; U.S. Department of Education, 1991). While many free Blacks had attended school and a number of slaves were self-taught, with the aid of Whites, over 90% of the South's adult Black population was illiterate in 1860 (Foner, 1988).

Historically Black Colleges and Universities originated in the nineteen southern and border-states after the Civil War and during and after Reconstruction from 1865-1890 (Avery, 2009). They were started by White northern churches and missionary groups, American Missionary Association (AMA), as well as Baptists, Methodists, Presbyterians, Congregationalists, and the Freedmen's Bureau helped create over two hundred private Black institutions in the south (Fields & Murty, 2012). Many institutions included in their titles normal, college, and university, although they were largely elementary and secondary schools (Fields & Murty, 2012; Mfume, 2016; U.S. Department of Education, 1991). Founded in haste and with limited financial backing, many HBCUs ceased to operate following 1900. Some critics contended that Blacks played a minor role in establishing, financing, and administrating these institutions, which became, in diminishing numbers, "their schools" (Field & Murty, 2012;

Mfume, 2016). To the contrary, Blacks played a major role in educating themselves with the aid of the AME, AMEZ, Black Baptist, and smaller black denominational colleges and schools (Field & Murty, 2012; Mfume, 2016).

The private HBCUs were run and staffed by northern missionaries for Black students. They were different from other American colleges in both expectations and quality of students. Most HBCUs began with the intention to teach former slaves to read and to train Black clergymen (Fields & Murty, 2012; Mfume, 2016). However, they became de facto teacher's colleges because of the small pool of clergy students and the great demand for Black teachers (Fields & Murty, 2012). A number of HBCUs initiated college departments by or before 1872, including Atlanta, Fisk, Hampton, Howard, Leland, Shaw, and Wilberforce. Thirty-nine of the private HBCUs, now in existence, were established during the twenty-five year period following the Civil War (Avery, 2009; Fields & Murty, 2012; Mfume, 2016).

Sixteen public HBCUs, now in existence, were established from 1866 to 1890. Only one, Cheney State College (1837) in Pennsylvania, was created prior to the Civil War (Fields & Murty, 2012; Wilson, 2014). All but two public HBCUs were originally listed as normal or industrial schools and none initially conferred baccalaureate degrees (Fields & Murty, 2012; Roebuck & Murty, 1993). Seventeen public black colleges, now in existence, were established under the second Morrill Act of 1890, which paved the way for the development of legally separated Black and White public colleges in border and southern states (Fields & Murty, 2012; Mfume, 2016; U.S. Department of Education, 1991). The legacy of the industrial, mechanical, and agricultural education of Blacks in the South stemmed from the second Morrill Act of 1890 and all of the schools under the act offered degrees later on (Fields & Murty, 2012). Originally, public HBCUs were created for two reasons: (1) to limit Black education to vocational training

and (2) to prevent Blacks from attending White land-grant colleges (Fields & Murty, 2012; Mfume, 2016). Following Reconstruction, after 1877, southern legislators enacted a host of Jim Crow laws including those that excluded Blacks from all White institutions although the region had received federal funds for designated White institutions since the passing of the first Morrill Act in 1862 (Fields & Murty, 2012; Roebuck & Murty, 1993). In order to prevent continued discrimination against Blacks in public higher education, the federal government enacted the second Morrill Act of 1890, mandating that all states had to either provide separate educational facilities for Blacks or admit them to existing colleges (Mfume, 2016). All southern and border-states opted to establish “separate but equal” agricultural and industrial schools for Blacks in order to get federal money for White land-grant colleges (Fields & Murty, 2012; U.S. Department of Education, 1991). The institutions were never equal, and consequently, public HBCUs continued their efforts to bridge the academic and financial gap gained by their White counterparts (Fields & Murty, 2012). Many Whites disparaged these schools because the education of Blacks was illegal in the South and because these schools were considered dangerous and revolutionary, some were integrated, and most were organized and operated by free Blacks. To southern Whites, free Blacks comprised an anomalous group (Berlin, 1974). On May 24, 1954, the U.S. Supreme Court announced its decision in the school desegregation case *Brown v. Board of Education* (Avery, 2009). This landmark case rejected the “separate but equal” doctrine and held that racially segregated public schools deprived Black children of equal protection guaranteed by the Fourteenth Amendment of the United States Constitution by overturning *Plessy v. Ferguson* (Avery, 2009; U.S. Department of Education, 1991).

In 1900, about 4,000 Black college students were enrolled in HBCUs, and because education was denied to Black people before 1865, by 1900 only fifty-eight of the ninety-nine

HBCUs had college-level curricula (Avery, 2009). In regard to higher education, only twenty-eight Blacks received baccalaureate degrees from U.S. colleges and universities prior to the Civil War (Roebuck & Murty, 1993). By 1930, Black student enrollment had expanded to 29,000 and HBCUs had developed into a viable higher education system (Avery, 2009). Initially, there were approximately 1300 HBCUs across the nation (Department of Interior, 1916); however, nearly 100 years later, only 105 HBCUs remain (Murty, 2015; Toldson & Cooper, 2014).

HBCUs and Remedial Education. Initially, Historically Black Colleges and Universities (HBCUs) had been known to provide educational access to African-American students who might not otherwise have access to other higher education institutions. HBCUs were founded on the premise of providing small classes, remedial education, professional and academic internships, regular faculty advising, and tutoring by faculty and peers (Garibaldi, 1991). Currently, HBCUs enroll 13 percent of Black undergraduate students but produced approximately 22 percent of Black baccalaureates (Harper, 2005). HBCUs also awarded approximately 11 percent of the master's and doctoral degrees obtained by African-American recipients (Harper, 2005). Furthermore, compared to African-Americans who earned undergraduate degrees from predominately White institutions (PWIs), those who graduated from HBCUs have higher rates of job satisfaction and participation in community service after graduation (Harper, 2005). According to the Department of Education (1991) and Harper (2005), one reason for the success of HBCUs was that they provided a supportive culture for learning that studies have found to be important for African-American student achievement. Secondly, HBCUs offered a positive and rich Black history and rigorous academic programming (Avery, 2009; Harper, 2005). Most importantly, HBCUs advocated the preparation of students for leadership and life after graduation (Harper, 2005).

HBCUs and Complete College Georgia. In the 21st Century, HBCUs had a significant percentage of non-African-American student populations that consists of Asian, Caucasian, Hispanic, and Internationals. Traditionally, HBCUs were founded specifically to education Black or African-Americans as most were refused admission elsewhere (Allen & Jewell, 2002). Furthermore, land-grant institutions were supported through federal statutory efforts as the Morrill Act of 1890 to assist Blacks in this effort (Roebuck & Murty, 1993). Since 1990, increasing numbers of students entered or returned to college underprepared for college-level coursework (Strong American Schools, 2008). Recent estimates suggested that only one-quarter to one-third of America's high school students were at least minimally prepared for college academically, and the proportion among African-Americans and Latino students were even smaller (20% and 16%, respectively) (Chen, Wu, and Tasoff 2010). As institutions were asked to do more with less, many public universities began to outsource remedial education to community colleges (Moltz, 2009). Studies indicated that a high proportion of Black students began their postsecondary careers in remedial courses, particularly when they were enrolled at HBCUs. Because of the low success / passage rates associated with these courses, many states questioned their efficacy and reduced funding for these courses or outright prohibited them at four-year public colleges (Post-Secondary National Policy Institute, 2015). As a result, HBCUs and other minority serving institutions were left to educate and support students who were academically under-prepared in other ways and / or with very limited financial resources (Post-Secondary National Policy Institute, 2015).

Faculty Members of Remedial Education at HBCUs. Although HBCUs were established to serve the educational needs of African-Americans, today they serve students from a wide range of cultural and socioeconomic backgrounds. HBCUs not only have racially diverse

student populations, but many also have a racially diverse faculty and administration. With respect to their enrollment and staff, HBCUs are presently more racially desegregated than PWIs (Roebuck & Murty, 1993). Despite a long history with HBCUs, the White HBCU faculty experience was infrequently written about and there were only a handful of outdated studies available that enlightened researchers regarding White faculty's place within HBCUs (Morris, 2015). Based on The National Center for Education Statistics (NCES), in 2013, of the 105 HBCUs, 56% of full-time instructional staff or faculty members were Black, 25% were White, 2% were Hispanic, and 10% were Asians (Morris, 2015). According to Morris, "Many professors, of all races, agreed that ultimately diversity in the classroom incentivizes and create greater academic learning outcomes" (p. 4). Historically, when communities were segregated by race, many African-American women embraced and accepted the social responsibility of ensuring that African-American children had the necessary tools to be successful in a world that would deny them a quality of life (Jean-Marie, 2006). When educational institutions provided inferior equipment and inadequate facilities, many African-American women took the initiatives and made up the difference. They used their creativity and knowledge of the world, inside and outside formal educational processes, to mentor African-Americans in their communities so that they were successful, educated, and respected (Jean-Marie, 2006).

African-American women not only played significant roles in their communities as teachers and other mothers, many did so in leadership roles too, and because of this, African-American women have gained more opportunities to be appointed leadership roles in higher education institutions (Jean-Marie, 2006). In 2014, President Obama announced the 2014 HBCU All-Stars. There were 75 winners from 445 top students enrolled at HBCUs. Five African-American female professors who worked exclusively at HBCUs were interviewed. Most of the

professors attributed their love and passion for teaching at an HBCU because they saw themselves in their students (Rice, 2014). Stephanie Freeman of North Carolina Central University stated, “Students respond better to professors who care about them, truly care about them, and who want to see them succeed” (Rice, 2014, p.1). Also, Freeman stated, “The teachers, in remedial education, as well as other programs, must be dedicated, respected, and committed professions who can empathize with students at HBCUs” (Rice, 2014, p.1). HBCUs boasted of some of the most diverse faculty members in the nation, as they offered their students caring teachers with varied backgrounds. These faculty members were essential to the institutional culture and should be active in leadership. Unfortunately, at many HBCUs, faculty members had large teaching loads, were underpaid, and were left out of the leadership circle (Gasman, 2013).

Leaders of Remedial Education at HBCUs. Leaders and administrators, at HBCUs, are as important to the infrastructure of the institution as teachers are to students (Mfume, 2016). HBCUs and PWIs leaders were expected to stabilize their student bodies, while adjusting to expanded oversight from state government into admissions decisions. HBCUs leaders had to find innovative ways to improve graduation and retention rates, while serving a majority Pell Grant eligible student body (Toldson & Cooper, 2014). They had to compete for grants and contracts, often against very large institutions and grow endowments at a time of unprecedented cuts in state allocations and inflations (Toldson & Cooper, 2014). HBCUs leadership had to be stabilized; they must grow their capacity, and attract highly qualified faculty members to meet the needs of 21st Century learners (Toldson & Cooper, 2014). Nationally, Boards of Regents were beginning to realize that they needed progressive, innovative, and truly student-oriented leaders in these very challenging times. Ten HBCU presidents were under fifty years old

(Gasman, 2013). Six of the ten have served as chief student affairs officers as well, a sign of a new commitment to students (Gasman, 2013).

Schneider, a former chancellor at Winston-Salem State University, a public HBCU in North Carolina, argued that leaders at black colleges had little or no margin for error because HBCUs needed top-notch boards and presidents. He warned against trustees and governing boards fighting with presidents, failed HBCU presidents who had been recycled and hired by other HBCUs, and HBCU leaders of all kinds who failed to adapt to a changing world (Rivard, 2014). Dr. Edward Fort, the former president of North Carolina A&T stated, “Without good leaders right now, HBCUs are doomed. For leadership, it meant that the leader who has his or her myopic head in the sand is whistling Dixie in the pine trees. They will not survive; they absolutely will not survive” (Rivard, 2014, p. 6).

Fiscal Issues and Remedial Education at HBCUs. The recession had taken a particularly heavy toll on HBCUs, which tended to have smaller endowments and received less in both government support and private donations than other academic institutions (Mullins, 2013). According to the Association of Public and Land-Grant Universities, “State funding for historically black land-grant institutions established by the 1890 Morrill Act, HBCUs received far less of the 1-to-1 state matching funds, nearly \$57 million from 2010 to 2012, than they were entitled to under a federal mandate (see Figure 1). By contrast, many predominately White land-grant schools, founded by the 1862 Morrill Act, received far more than their share of funds” (Mullins, 2013).

Enrollment declines, cuts to government financial aid, leadership controversies and heightened oversight were major threats to some HBCUs and may even have jeopardized their existence (Rivard, 2014). Public black colleges were created as part of segregated higher

education systems, were starved for resources for most of their history, and generally lacked academic facilities, faculty salary pools, and other features found at top predominately White universities (Rivard, 2014). In an era when state leaders demand degree completion within a reasonable time, many public HBCUs remain proud of historic missions that include taking chances on students who were inadequately educated at poor high schools and who needed remediation (Rivard, 2014). In 2011, the federal government limited the ability of students to use Pell Grants to a total of 12 semesters. Before 2011, Pell Grants covered up to 18 semesters of college (Rivard, 2014). The policy was significant for HBCU students who took longer on average to finish and, in turn, HBCUs themselves lost tuition revenues because the students could not afford to keep attending (Rivard, 2014). About 85 percent of HBCU students received Pell Grants, and only about a third of HBCU students graduated within six years (Rivard, 2014).

The federal government had tightened eligibility for Parent Plus loans, which were used by many HBCU students' families to pay for college (see Figure 1). Without Parent Plus loans, on which many HBCU students and their families relied, more than 16,000 students at HBCUs had been forced to find other sources of funding or they withdrew from school and the institutions lost millions in revenue (Mullins, 2013). The changes to Parent Plus loan qualification standards resulted in an average of 3.4% decline in enrollment at HBCUs across the country; a larger decline than that was experienced by other institutions in the same period (Mfume, 2016). Other accountability measures by states and the federal government punished HBCUs that had low graduation rates or had students who did poorly after they graduated (Rivard, 2014). There were financial aid laws that eliminated federal financial aid from colleges with high default rates (Mfume, 2016). In 2015, many HBCUs ran the risk of federal borrowing thresholds. New standards eliminated federal aid eligibility if a third of borrowers default within

three years of when they began to repay their loans (Rivard, 2014). Two public HBCUs, Langston University in Oklahoma and Central State University in Ohio, had default rates of more than 30 percent for students who graduated or started paying back their loans in 2010. (Rivard, 2014). Langston University, with a default rate of 32.5 percent, took action to reduce the default rate for the Spring 2011 cohort to 25.6 percent (Rivard, 2014). If institutions maintained a default rate below 30 percent for one year, the clock was reset on losing federal financial aid (Rivard, 2014).

HBCUs leaders were particularly concerned about performance-based funding to state institutions. Many proponents of performance-based funding models did not take into account students' backgrounds and how those varied backgrounds hurt HBCUs, but Rivard (2014) believed that examining a performance funding model that considered this crucial factor actually benefitted HBCUs. Mfume (2016) agreed with Rivard when she commented, "The introduction of performance-based funding to the higher education landscape, and its pending adoption by many states, should not be interpreted as the cure-all or motivation for institutions to magically improve their completion rates, instead, the results can inform the decision-making process at institutions in terms of what will work at HBCUs in the future" (p. 127). Although the effects of performance funding could take a few years to see, for HBCU leaders, the concern is real and immediate. (Rivard, 2014).

Placement Tests in Remedial Education at HBCUs. For years, colleges used placement exams to determine whether to deem incoming students "college ready" or assign them to developmental education. However, emerging information revealed the tests had little correlation to students' future successes, which casted doubt on their use as the high stakes for students who took remedial courses became clear. Educators speculated whether the tests were

fair and wondered if their traditionally use constituted a barrier to college completion (Burdman, 2012). Some systems were weighing the merits of moving away from the widespread practice of using the test scores as the only basis for assignment of students to remedial classes and toward use of multiple measures such as high school grades (Abdul-Alim, 2012). Dr. Ling-Chi Wang, Professor Emeritus in Asian-American Studies at UC Berkeley stated, “I thought it was high time somebody raised this issue and questioned the validity and the quality of the effectiveness and, in some cases, the abuse of remedial tests to sometimes prevent people from moving forward academically or even prevent people from getting admitted to college” (Abdul-Alim, 2012, p. 2). She stated that college placement tests tended to hurt immigrant and low-income students the most because it kept them out of college or landed them in a series of burdensome non-credit-bearing remedial education courses, despite the fact that research had shown that students had been remediated within the framework of regular credit bearing courses (Abdul-Alim, 2012).

Complete College Georgia and its impact on HBCUs. In February 2009, President Obama announced his commitment to ensure that by 2020, the United States would once again lead the world with the highest proportion of college graduates by supporting the Complete College America Plan (Federal Advisory Committee, 2012). The Complete College Georgia Plan was a state directive created out of the Complete College America Plan, and since three of Georgia’s HBCUs were public universities, they had to follow the state requirements for all publicly-funded institutions. The four domains that were examined in the Complete College Georgia Plan were as follows: admission, size, and growth; graduation rate, retention, and financial aid; fiscal resources and assets; and capacity, administrative tenure, and faculty resources. All three public HBCUs in the state of Georgia had experienced great loss of state

revenues for fiscal year 2014-2016; therefore, their annual state budgets were reduced. In this study, the names of the three public HBCUs in Georgia were changed and assigned pseudonyms. The pseudonyms assigned to the three public HBCUs were as follows: Coastal Highland State University, Pacific Ocean State University, and Inland Terrace State University. Also, the Board of Regents for the state of Georgia had sanctioned each HBCU to reduce the workforce at the university due to budgetary cuts. This meant a loss in employment for administrators, faculty (tenured and non-tenured), and staff (Toldson & Cooper, 2014).

HBCUs Female Students Concerns. Student issues or concerns of African-Americans who attended HBCUs focused on four main areas: gender differences, academic preparation/study habits, outdated and/or antiquated systems and process, and adequate financial aid/ family income inequalities (JBHE, 2009; Rafi, Karagiannis, Herring, and Williams 2014). The Journal of Blacks in Higher Education (2009) reported that over the past 15 years, the graduation rates for Black females had shown strong and steady gains. Black women had improved their college completion rate from 34% in 1990 to 46% in 2005. Although African-American females made great strides in graduation rates, overall the low graduation rates at black colleges were due to a number of reasons. Many of the students enrolled at HBCUs were from low-income families, HBCUs had very small and inadequate endowments, and they lacked the resources necessary to generate funds for student financial aid (JBHE, 2009). The most important explanation for low graduation rates at HBCUs stemmed from the fact that large numbers of African-Americans did not go to college with strong academic preparation and study habits (JBHE, 2009). The Journal of Blacks in Higher Education (2009) reported, “The graduation results at the HBCUs were worsened by the fact that flagship universities in the southern states often tend to shuttle the lowest-performing Black applicants into the state-

controlled Black colleges”(p. 9). JBHE (2009) collected student graduation rate statistics going back to 1998 for a group of 41 HBCUs. During this period, 26 of the 41 colleges and universities had seen an improvement in their black graduation rates. Ten colleges and universities showed a decline in their black graduation rate. The college completion rate at Fort Valley State University, Livingstone College, North Carolina A&T State University, Rust College, and South Carolina State University remained unchanged (JBHE, 2009).

HBCUs and the Black Male Initiative. One critical factor that impeded academic success of Black males at HBCUs was the lack of adequate financial support (Rafi, et al., 2014). When students were unable to meet their tuition and fee deadlines set by their university, they were not allowed to return to classes and their schedules were dropped (Rafi, et al., 2014). Many students did not perform well in school because they were unsuccessful in their attempts to balance the requirements of working hours, usually 40 hours per week, while attending school on a full-time basis. These students frequently worked full time to supplement their financial aid although most experts in the field caution that students should work no more than 20 hours per week (Rafi, et al., 2014). Vincent Tinto (1993) stated, “Significant economic shifts, changes in student loan programs, unexpected changes in family and/or individual finances, and termination of part-time employment may act to significantly reduce the available resources students have at their disposal for college attendance” (p. 67). In 1975, Tinto conducted a comprehensive review of factors involved with college dropout. He concluded that the family’s socioeconomic status appeared to be inversely related to dropping out. In other words, students who came from lower socioeconomic backgrounds did experience higher college dropout rates.

Some scholars argued that on-campus preparatory courses helped boost the academic success of Black male students, an often hard-to-reach population (Moltz, 2009). The American

College Personnel Association studied and analyzed the effect of a developmental program on the retention and persistence of Black male students at an HBCU. Ivan L. Harrell, Coordinator of Student Affairs at J. Sergeant Reynolds Community College, said that Black males remained a severely underrepresented and underserved population in higher education (Moltz, 2009). In 2002, only 4.3% of all students enrolled in college nationally were Black males—the same percentage as in 1976—a result attributed to the fact that Black males were disproportionately subject to disciplinary action in high school and discouraged from attending college (Moltz, 2009). Both Predominately White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs) were experiencing low academic persistence rates among Black males. While researchers focused on factors facilitating the retention and persistence for Black males at PWIs, a paucity of contemporary research focused on the academic and social experience of Black males at HBCUs. They used in-depth interview methods to investigate the academic and social experiences of eleven Black males who entered a public HBCU through its remedial education or developmental studies program and persisted to graduation (Palmer, 2010). Although several themes emerged from the study, special attention was placed on the impact of HBCUs on helping to facilitate Black male academic achievement. The participants in this study credited the university's racial composition, support from peers, faculty, and role models in helping to increase their propensity for learning and academic success (Palmer, 2010). Private HBCUs with populations of fewer than 1,000 students attracted the largest percentage of Black men (Gasman, 2013). Although there was little data regarding why Black men chose certain colleges over others, some possible reasons included the existence of athletic programs, recruitment efforts focused on males, and greater availability of scholarships (Gasman, 2013).

HBCUs Environment and Culture. In the 21st Century HBCUs, students were afforded a nurturing, family-oriented, cultural and academic setting that fostered feelings of empowerment through classes that ensured students' success in an increasingly global world (Gasman, 2013). Alumni who graduated from HBCUs experienced higher rates of job satisfaction and participation in community services than Blacks who graduate from PWIs (Harper, 2005). Although HBCUs made strides over the past century, due to the tightening of financial opportunities, one of the most common criticisms of HBCUs was the perpetual use of outdated and/or antiquated systems and process (Mfume, 2016). It was not uncommon to find few major changes or shifts in administrative processes on the campuses of HBCUs. This was due in part to historic underfunding at public HBCUs, as well as, the often limited financial resources at both public and private HBCUs (Ezell & Schexnider, 2010; Gasman, 2009). In order for HBCUs to remain competitive, they must acknowledge that new technologies and systems are essential and critical to the infrastructure and growth of institutions because effective technology pays for themselves over time (Mfume, 2016). These innovative tools promote student success and degree completion by enabling administrators, faculty, staff, and students to work smarter instead of harder (Mfume, 2016).

Chapter Two Summary

The literature depicted in this chapter provided the background and historical framework that set the precedence for future chapters. Chapter Two began with the historical examination of remedial education programs, introduction of the Morrill Acts of 1862 and 1890, and the establishment of the college boards. It included Figure 1 which demonstrated the connections between remedial education programs at Predominately White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs). In addition, the chapter offered details and a historical analysis of HBCUs, faculty members and leaders of them, the importance of remedial education programs to HBCUs, and the impact Complete College Georgia had on these institutions. This literature review included information related to the various student populations who attended HBCUs and specific issues they faced. This chapter examined the critical impact that Complete College Georgia has had as it related to fiscal problems at public higher education institutions statewide.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter will reintroduce the purpose of the study, provide the research questions that will guide the study, and it will restate an explanation of the research design associated with it. In addition, this chapter will offer a description of the site selection and details of the participants and participant selection in the study previously introduced in Chapter One. Also, the researcher will offer a summary of the role and lens that will be used in the study. Lastly, the chapter will provide information on the instrumentation, data collection, data management, outline procedures, and issues of trustworthiness and ethics in regards to this study.

Purpose of Study and Research Questions

The purpose of this study was to examine factors that contributed to student success in remedial education as perceived by faculty and administrators at one public HBCU in the University System of Georgia. This study was designed to investigate factors, based on people who worked closely with students that led to student success in remedial education programs at HBCUs in Georgia. The principal research question that guided this study was: What are the factors as perceived by faculty and administrators that contribute to student success related to completion of remedial coursework at one of the public HBCUs in the University System of Georgia?

In addition, five sub-questions were used to support the overarching question and further examine the factors, as perceived by faculty and administrators that contributed to student success as it related to completion of remedial education coursework. They were as follows:

1. What do faculty and administrators within remedial programs at one public HBCU in Georgia perceive to be administrative factors that contribute to student success?
2. What does faculty within remedial programs at one public HBCU in Georgia perceive to be curricula and instructional models that contribute to student success?
3. What academic support services are available at one public HBCU in Georgia for students enrolled in remedial education programs and what are the perceived needs or challenges that continue to exist?
4. What do faculty and administrators in remedial education programs at one public HBCU in Georgia perceive to be the role of placement test practices and what changes, if any, do they view as necessary to increase student success in remedial education programs?
5. What do faculty and administrators perceive to be financial issues that impact remedial education at one public HBCU in Georgia?

Research Design

This qualitative study explored factors as perceived by faculty and administrators that contributed to student success related to completion of remedial coursework at one of the public HBCUs in the University System of Georgia. The qualitative research design was used because it focused on participant's perceptions and experiences as well as the outcome (Creswell, 2007). Quantitative research design was not ideal for this study since the researcher sought to understand the perceptions of the participants at one public HBCU site, and it was not the researcher's intention to generalize the experiences of all public HBCUs in the state of Georgia.

At the time of this study, the University System of Georgia was made up of 30 institutions of higher education which consisted of four research universities, four

comprehensive/regional universities, ten state universities, and twelve state colleges (Complete College Georgia, 2015). The twelve state colleges had open access missions and offered limited four-year degrees. There were three public HBCUs in the University System of Georgia, and they were considered state universities; therefore, all three institutions had the same opportunities to recruit, admit, and educate students.

Case Study Approach

The case study approach was used in this study because it allowed the researcher the opportunity to “focus on a single unit for analysis” (Saldana, 2011, p. 171). By exploring the collective meanings and interpretations that people construct to account for their behavior, the researcher was able to understand the collective experience. Additionally, this approach allowed the researcher to focus on small group behavior and organizational and managerial processes in order to retain a holistic perspective (Yin, 2014). The participants selected for this study were a specific group of people who taught or advised remedial education students, so the qualitative research method, and more importantly, the case study approach was best suited for this situation. In addition, case studies contribute to our knowledge of groups or organizations. The case study approach allowed the researcher to utilize multiple means of data collection (electronic open-ended response questionnaire, semi-structured interviews with faculty and administrators who worked in or oversaw remedial education programs) in order to better understand the perceptions of faculty and administrators who contributed to student success related to completion of remedial coursework at one of the public HBCUs in the University System of Georgia.

According to Yin (2014), a case study model should be considered when the focus of the study is to answer how and why questions and one cannot manipulate the behavior of those

involved in the study. Case studies are particularly useful when the goal is to understand a special group of people or a unique situation in greater depth (Patton, 1990), such as contributing factors used by one purposively selected institution of faculty and administrators who contributed to student success in remediation programs at HBCUs. Case studies have four notable characteristics according to Yin (2014). First, the case must be significant, meaning the case should be of general public interest and the underlying issues should be nationally important; second, the case must be complete, meaning that the researcher must give clear boundaries, including the distinction between the phenomenon and its context; third, the researcher had exhausted efforts to obtain all relevant evidence to the subject matter; and finally, the researcher should have ensured responsibility to the subjects by designing a case that could be comfortably completed within time constraints, such as the conclusion of a semester, rather than being limited by them (Yin, 2014).

Yin's (2014) four notable characteristics of a case study were followed in this case. The remedial education program at the one public HBCU under study was a significant case because it was an example of how the Complete College Georgia Plan and financial aid guidelines had changed the ways remedial education programs were taught and governed. This case study was completed within the allotted time and did not interrupt the processes at the site under study because it was during the summer months, and the faculty members nor program administrators were engaged in other activities because the institution did not have summer courses in the remedial education program. The case study is contained within this one remedial education program at the HBCU under study. During the interviewing process, the researcher was able to obtain all relevant evidence to the subject matter available to the faculty member participants and program administrators. Lastly, all participants were made aware of the time constraints of the

case study when the researcher electronically submitted the individual interview protocol responses to each participant for final review and approval.

Selection of Site

The purpose of the research guided all decisions relative to this study and as such, the research question(s) served as the primary guide for site or population selection. According to Berg (2004), the selection of a population should meet the following four criteria: (a) entry or access is possible, (b) the appropriate people are likely to be available, (c) the study's focus, process, people, programs, and structures are available to the researcher, and (d) the research can be conducted effectively by an individual or individuals during the data collection phase of the study.

In qualitative research, the selection of the case study site is extremely important (Creswell, 2013; Rubin & Rubin, 2005; Saldana, 2011 & Stake, 1995). This study was focused on the remedial education program at Pacific Coast State University (PCSU). The researcher had attended conferences with the directors of remedial education at all of the public HBCUS in Georgia including the designated institution. Entry to the site was made possible, after IRB approval, by the interim program administrator at PCSU. She was helpful in contacting and emailing all of the faculty members and disseminating the letter of consent form. She completed the administrators' electronic survey instrument and gave the researcher permission to send the faculty survey instrument to them. She agreed on a day to allow the researcher to visit the site to conduct the face-to-face interviews with the faculty members and other program administrators. She informed the researcher that the physical remedial education building was under renovation and directed the researcher to the building used to house the remedial education faculty members and program administrators. When the researcher arrived, there were accommodations made to

secure confidentiality and privacy when one of the faculty members escorted the researcher across the hall to a locked classroom not in use.

In addition, PCSU used the same software database as the researcher's home institution. Familiarity with the database made it easier to obtain and understand documents for review if necessary. Finally, PCSU enrolled students with similar demographics as most public HBCUs including the researcher's home institution. All of the factors mentioned led the researcher to believe that this institution served as a typical case with regard to remedial education programs at public HBCUs. Although generalization was not as important in qualitative research (Saldana, 2011), the transferability of the evaluation to other institutions was strengthened by a typical case. Also, Saldana (2011) stated the means by which a case was chosen, deliberately, strategically, and for convenience, all three of which were used in the selection of the designated institution. In addition, accessibility and proximity to the researcher were critical factors that make this institution ideal in terms of its convenience.

Participants

According to Savin-Baden and Major (2013), the selection of participants influenced the findings in a study, which meant that the subjects of the study were to be carefully chosen in order to increase the likelihood that the research yielded the projected outcome the researcher anticipated. Creswell (2011) emphasized that in qualitative research, the participants are the authority. For the purpose of this study, the researcher examined one of the public HBCUs (PCSU) in the University System of Georgia. The website for the institution under study indicated that eight faculty and twenty-two administrators worked within the remedial education program; however, when the researcher contacted the interim program director, it was made clear that the program actually employed four full-time faculty members. Once the researcher

arrived at the site under study, she was informed that instead of twenty-two program administrators, there were fifteen directors/program administrators who worked to advise, test, or counsel remedial students. All four faculty members and fifteen directors/program administrators were invited to participate in this study. The researcher also contacted the administrative assistants for all senior administrators such as the president, provost, and/or vice presidents, in an attempt to get their perspectives in this case, but all participation requests to top-level administrators went unanswered.

Patton (1990) stated that while there were no rules for sample size in qualitative research, what the researcher wanted to know, what was useful, the purpose of the inquiry and what could be done with available time and resources were factored in when determining sample size. In qualitative research however, the goal was to achieve data saturation, better described as the place where researchers get when no more new information was seen or heard from participants (Savin-Baden & Major, 2013). Therefore, the validity, meaningfulness, and insights associated with qualitative research had more to do with the quality of information obtained from participants and the analytical abilities of the researcher, rather than the sample size (Patton, 1990). Although the sample size was insignificant in qualitative research, the researcher aspired to obtain at least twenty responses to the initial survey. While the researcher aspired to obtain twenty participants, the number of faculty members and interested top-level and program administrators changed the sample size for this study; therefore, due to the low numbers of actual faculty members and program administrators still employed at the institution under study, the above data had to be reconsidered. From those participants who responded to the initial survey, the researcher interviewed three program administrators and four faculty members who returned

the completed surveys in order to gain the impressions and attitudes of those who academically or administratively worked to remediate students.

Role of Researcher as Faculty and Instrument

Creswell (2011) stated that the researcher needs basic skills in analyzing qualitative text data, interview structure, and coding in order to complete a successful qualitative study. The researcher's role was to present an electronic survey and interview faculty members and program administrators in the remedial education program at PCSU. This gave the participants the opportunity to express their views and perceptions of the remedial education program at the designated institution. Although the Office of Institutional Effectiveness, a university-sponsored data collecting office, sent detailed questionnaires every year to faculty members to gain perspective, it was not clear how many faculty members and program administrators completed and submitted the questionnaires back to the office so that accurate collection and interpretation of data can be analyzed. Even if responsible reporting was conducted, faculty members and program administrators at HBCUs were rarely questioned or interviewed about the success of students in the programs. According to Creswell (2011), the administrators, faculty, and staff who work in the program are the authority; therefore, they must be the group who is surveyed or interviewed.

The researcher taught English and Reading in a Remedial Education / Learning Support Program at one of the public HBCUs in Georgia for over fifteen years. As a result of this experience, she was familiar with the academic needs of remedial students, understood the dynamics of the students as people as well as pupils, and therefore had insight into student matriculation through remedial education. Over that time as an instructor, the researcher also had heard the honest impressions of many faculty members and program administrators in regard

to remedial education students. The researcher believed that this knowledge and experience with remedial education programs helped when collecting data from PCSU because she would be familiar with the language and attitudes displayed by program administrators and faculty members in remedial education programs. Also, the researcher understood policies that governed remedial education, as well as, budgetary principles.

Because the researcher was an insider, it was crucial to clarify the researcher's roles especially because the researcher used the qualitative research methodology. Bonner and Tolhurst (2002) identified three key advantages of being an insider-researcher: (a) having a greater understanding of the culture being studied; (b) not altering the flow of social interaction unnaturally; and (c) having an established intimacy which promotes both the telling and the judging of truth (Unluer, 2012). Also, insider-researchers generally know the politics of the institution, not only the formal hierarchy but also how it really works (Unluer, 2012).

Although there are various advantages of being an insider-researcher, there are also problems associated with it. For example, greater familiarity can lead to a loss of objectivity (Unluer, 2012). Although the researcher admitted to having a few biases regarding professionals who taught, led, or advised in remedial education programs, she did not allow personal opinions to interfere with the ability to listen to the participants' viewpoints and impressions. Although the researcher worked at a public HBCU in the USG and was familiar with the general attitudes and mannerisms of remedial education faculty and program administrators, the participants at PCSU were not identical in personality or motivation to program administrators who worked at the researcher's institution. The goal of reducing bias was not to make everyone the same but to make sure that questions were thoughtfully posed and delivered in a way that allowed respondents the ability to reveal their true feelings without distortions. The risk of bias exists in

all components of qualitative research and can come from the questions, the respondents, and the moderator (Sarniak, 2015). Unluer (2012) commented, “Unconsciously making wrong assumptions about the research process based on the researcher’s prior knowledge can be considered a bias” (p.1). The researcher was most interested in student success and matriculation to graduation, but it was the researcher’s duty to report what had been said or written in a responsible manner.

Researcher’s Lens

In order to completely understand this study, readers should be aware of the researcher’s thoughts and experiences and how those experiences impacted the research. The researcher was the first born in her family and has one younger sister. She lost her mother at three years old and was raised by her father who was from San Jose, Puerto Rico. The researcher learned early in life that besides depending on her father, she had to be responsible for herself and sister. Aside from her paternal grandmother, she found it difficult to connect with adult females; therefore, her grandmother was her only connection to a mother figure. Her grandmother lived with them until her death, but her grandmother refused to learn or speak English. On the other hand, the researcher’s father only spoke English because he wanted to assimilate into the American mainstream culture. The researcher learned many unspoken things by watching her father go to work daily, as a construction worker and ultimately a private contractor. She learned that dreaming and goal setting was only step one, but persistence and hard work were the only things that shifted dreams into reality. Through her father, she inherited qualities like tenacity and determination. These qualities were mandatory for the six years of study required to complete this program.

Background

The researcher was born in Monticello, New York. After losing her mother in an automobile accident, she felt great loss but was able to cope in part because her grandmother assumed the role of surrogate mother. She felt loved and supported by her new family structure. For as long as she could remember, her dad would always ask, “What do you want to be when you grow up?” Every week at dinner, the researcher talked about lofty ideas and life goals. One week, she wanted to become an architect; then the next week, she wanted to become a doctor. These conversations went on for years, and she actually enjoyed the banter because her father always listened and laughed when she whirled from one occupation to another. Because the researcher wanted to please her father, she studied hard and received high scores. Also, she helped her sister with her homework, but the researcher realized that academics did not come as easily for her sister. The researcher thought that because she witnessed her sister’s academic struggle, innately she always wanted to teach students who demonstrated difficulties in learning which was why she jumped at the opportunity to teach at Middle Georgia College (MGC) in the remedial education program.

Culture

In the Latino community, family comes first, but it was also important to see all goals to completion. The researcher learned this trait from her father when he took her to work with him at various construction sites. As a young girl of twelve years old, she enjoyed the planning process, cost analysis, and retrieval of all materials for a given project. She especially loved viewing the finished project. The researcher learned at an early age that at the end of long-term projects, progression and proficiency was born.

Topic of Interest

While working at MGC, the researcher noticed that students were struggling with state-mandated standardized tests such as the Regents Reading Examination and the COMPASS placement test. Because she was an instructor in the remedial education program, she felt responsible for assisting students and helping them to pass important tests. If they failed the test, it meant another semester in remedial classes and possible delayed graduation dates. The researcher believed that her innate need to help kicked in. She began studying and talking with students to find out what portion of the test caused them problems. Remarkably, by the time she left MGC, the pass ratio for the COMPASS English and Reading test soared from 65% to 88%, and the Regents Reading scores exceeded 85%; thereby, her contributions allowed the institution to exempt the Regents examination. Years before the researcher had attempted to help her sister in a similar circumstance, but she did not have the pedagogical knowledge or skills to make a difference. Later, after being educated in graduate school and by establishing open communication and trust with her students, she was able to help tens of thousands of people like her sister. This experience helped the researcher feel exonerated of her failure with her sister and allowed her to see the difference an effective remedial education program could make on the lives of students.

Instrumentation

To collect data for this study, the researcher created an informed consent form (Appendix C), an electronic open-ended survey instrument (Appendix A), and a follow-up interview protocol (Appendix B). The questions in the open-ended survey instrument and the interview protocol were initially developed by Moylan and Saxon (1998); however, they were modified by the researcher to fit this study (Appendix A). In order to connect Moylan and Saxon's model to

this study, the researcher adjusted and rephrased the questions so they addressed areas relevant to this study. In Appendix A, every survey question had been identified with the corresponding research question it answered. Both the survey instrument and the protocol were critiqued and approved by the dissertation committee. The open-ended survey questions indicated on Appendix A comprised of twenty-two questions for administrators such as the provost or vice president, director, advisors, and coordinators of the remedial education program which is signified by [RQ1], and [RQ3], and eleven questions for faculty members who taught in the remedial education program which was signified by [RQ2]. Appendix B was the follow-up interview protocol. It consisted of three questions with eight sub-questions. In addition, a panel of experts made up of faculty members and administrators at the researcher's home institution reviewed the survey instrument and interview protocol prior to implementation. The purpose of the panel of experts was to help establish face and content validity of survey and interview protocol questions.

After face validity was established, as described above, the survey instrument was distributed to twenty participants at the designated institution based upon their role in the remedial education program. The president, provost, vice president, director of remedial education, advisors, and testing coordinators received the electronic survey for administrators, and the four faculty members of the designated institution received the electronic survey instrument specifically for faculty. From those participants who responded to the initial survey, four faculty members and the three directors/program administrators agreed to participate in this case study. Each participant was asked specific questions based on his/her role at the institution.

Data Collection

Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2013; Stake, 1995; Yin 2009; 2012). Interviews were the most common methods of gathering data for qualitative research. Interviewing participants was appropriate when researchers wanted to take advantage of one-on-one communication in order to probe deeply into a participant's experience; furthermore, individual interviews allowed each member of the organization to speak candidly about his/her personal experiences (Creswell, 2007). Stake (1995) stated that while researchers are not able to observe that which they are studying, important observations may be made by others. Although the researcher was not able to personally observe the participants in this study, she asked them to complete an open-ended survey, interviewed them and collected field notes, and analyzed the data collected. Before initiation of the study, the researcher obtained written approval from the Institutional Review Board (IRB) of Georgia Southern University and Pacific Coast State University (PCSU). Once she had received permission to conduct the study, she disseminated an electronic open-ended survey instrument to faculty members and administrators at PCSU. The survey instrument was created using Qualtrics. It was a secured site that protected the privacy of respondents and researchers. Included with the survey was an informed consent form notifying the participants of their voluntary rights and gained permission to gather data. The researcher sent the survey instrument out to the participants two times. She sent it once a week for two weeks. She concluded the study in the fourth week after collection of the survey instruments and the follow-up interviews were completed.

On the survey, participants were asked to indicate if they were willing to participate in follow-up interviews to provide clarification and greater understanding on some of the survey items. The participants were selected based on which surveys were returned first, so the researcher selected the first three administrators and the four faculty members who responded to participate in the follow-up interviews. Individual interviews lasted from forty-five minutes to two and a half hours and were audio taped using a digital recorder. The results of the electronic open-ended survey instrument and the follow-up interview responses were collected, the field notes were recorded, and all documents were transcribed by the researcher.

Data Management

The privacy of each participant was vital to the reliability of the study. To protect the identity of the participants, pseudonyms were created so that the researcher was the only person who knew the information disclosed by each of the respondents. After the survey questionnaires had been electronically extracted and the interviews recorded, all documents and audio recordings were locked in a fireproof file cabinet only accessible by the researcher. In addition, the researcher transcribed all recordings, so all information remained with her. Once this process was completed, all files were saved on a secure disk. The recommended time frame for maintenance of files is five years, after which the researcher will personally destroy all hard copies and audio files.

Data Analysis

In this case study, specific guidelines were followed for data analysis. This study began by the selection of the participants. Next, the electronic open-ended survey instruments and informed consent form (Appendices A & C) were sent. The researcher waited to receive returned surveys and continued to resend them once a week for two consecutive weeks. Once the

researcher reached the fourth week, she collected all open-ended surveys and contacted the first three program administrators and four faculty members who responded. Then, she scheduled and conducted the interviews with seven participants. Since remedial education students were registered for both remedial education English 99 and co-requisite English 1101 and/or Mathematics 99 and Math 1101/1111, no archival data needed to be accessed. In order to get a better understanding of faculty members' and administrators' processes and procedures along with concerns they had regarding student success in remedial education, she extracted the data from Qualtrics and saved all responses for each participant on a travel disk.

After the follow-up interviews were conducted, the researcher transcribed all audio files. After the audio files were transcribed, she reviewed and edited them by using field notes and the audio recordings to ensure accuracy. The transcribed and interviewed protocol data were stored and placed in chronological order. Lastly, the researcher analyzed the data, looked for common themes to emerge and develop, and the data was presented. The researcher identified the key terms and statements included in the interview protocols to identify significant statements. The themes were interpreted and generalizations were made based upon the results. Data were presented in tables or charts (Creswell, 2007).

Creation of Themes

Themes are abstract constructs that link not only expressions found in texts but also expressions found in images, sounds, and objects (Bernard & Ryan, 2010). Themes are drawn across social sciences and from different theoretical perspectives. Some methods are more suited to rich, complex narratives, while others are more appropriate for short responses to open-ended questions (Ryan & Bernard, 2003). The techniques used for discovering themes in qualitative data is important for three reasons: (1) Discovering themes is the basis of much social science

research; (2) Being explicit about how we establish themes allows consumers of qualitative research to assess our methodological choices; and (3) Qualitative researchers need an explicit and jargon-free vocabulary to communicate with each other across disciplines and across epistemological positions (Ryan & Bernard, 2003).

Analyzing text involves several tasks: (1) discovering themes and subthemes; (2) winnowing themes to a manageable few (i.e., deciding which themes are important in any project); (3) building hierarchies of themes or code books; and (4) linking themes into theoretical models (Ryan & Bernard, 2003). In order to extract themes from this study, once the researcher had completed the transcription process, she read the transcripts and used colored pens and underlined key phrases (Sandelowski, 1995). Another way in which to identify themes was to recognize repetition. Some of the most obvious themes were in a corpus of data that occurred and reoccurred (Bogdon & Taylor, 1975). Yet another way in which to identify themes was to look for local terms that sounded familiar or were used in unfamiliar ways (Patton, 1990). Grounded theorists referred to this process as *in vivo* coding (Ryan & Bernard, 2010). According to Ryan and Bernard (2003), the researcher will know that she has found a theme when “she/he can answer the question” (p. 87).

Trustworthiness

Yin (2014) stated that in the instance of case study research, several types of validity are needed: (1) the extent to which a measure used in the study reflects the phenomenon being studied; (2) the extent to which finding of a case study can be generalized to similar cases; and, (3) the extent to which other researchers would arrive at the same conclusion using the same procedures as the researcher. In addition to these standards, the researcher used member checking. Member checking was a tactic that involved having the respondents check the reported

findings, offered them a chance to revise what they had said, as well as an opportunity to correct any misconceptions on behalf of the researcher for comments or authentication of interpretation in order to ensure accuracy of reporting, increase credibility, and establish trustworthiness (Savin-Baden & Major, 2013). The researcher sent the entire transcription of the interviews back to the respondents, so that they had an opportunity to correct any misinterpretations lost in translation. This process was conducted after the interviews and transcriptions by sending an email message that requested all participants check their emails for their analysis.

As previously mentioned, a panel of experts at the researcher's home institution was used to help establish face validity. Face validity tests whether an instrument looks like it is going to measure what it is supposed to measure (Lewis-Beck, Bryman, Liao, 2004). Administrators and faculty members were utilized at her home institution to review the questionnaire and interview protocol for face validity. The researcher expected to get professional responses and recommendations about the instrument because the panel of experts was exactly like the designated faculty and administrators at PCSU. The researcher interviewed one provost, one director, and one mathematics faculty member. Also, she provided an electronic copy of the open-ended survey instrument to each person. Afterward, she asked their opinions of the survey instruments as a way to check for validation of the questions. As they verbally responded, the researcher used a digital recorder and made notes about recommended changes. Then she conducted a face-to-face follow-up interview with each person as she asked for clarification of questions or feedback regarding wording of the interview protocol.

Once the surveys and interviews were concluded, the researcher submitted individual drafts to each respondent for validation in order to ensure that their intentions had not been misrepresented. Lewis-Beck, Bryman, and Liao (2004) stated that difficulties may arise when

interpreting the words of members. Furthermore, there is difficulty for the researcher in knowing how best to handle suggestions by members when there has been a failure to understand them (Lewis-Beck et al, 2004). Although the process appeared arduous, member checking gave participants an opportunity to make suggestions for improvement or clarification for understanding (Gall, Gall, & Borg 2007).

Ethical Considerations

In research, it is important to be fair, moral, respectful, and honest as it pertains to participants (Gall, Gall, & Borg 2007). By using a panel of experts at the researcher's home institution, she assured that the survey and interview questionnaire instruments used to collect the qualitative responses were valid and reliable. The researcher was the only person who heard and recorded the impressions of the participants, so she was the only person with whom the participants made contact. All written and recorded data collected for this study was safely held in a fireproof locked box at the researcher's home institution, and she was the only person who had access to it. Once the researcher received permission from IRB to interview participating volunteers in the study, all identified individuals were invited to participate through an informed consent form letter (Appendix C). Full disclosure of all possible risks to the participants was located inside of the consent form letter that each participant was required to complete prior to participation in the research study. In addition, pseudonyms were used for all participants, as well as the name of the institution studied in an effort to maintain confidentiality and protect the integrity of the results.

Chapter Three Summary

Chapter Three provided precise details regarding the research process. This was a qualitative research study that utilized both case study and narrative methods to determine the

perceptions of seven faculty and administrators at PCSU. In this chapter, the researcher had connected her lens, background, culture, and interest to factors that affected the research. A description of the proposed site, the population involved, and the researcher's rationale for selecting it, connected to its demographics, accessibility, and convenience. The instruments used in this particular study were originally developed by Boylan and Saxon (1998) and had been redesigned to fit this study. The researcher explained the data collection, management of data, and analysis process clearly. Using literature, the researcher expressed the steps she took regarding trustworthiness and ethical considerations.

CHAPTER FOUR

RESULTS

Introduction

The purpose of this study was to examine factors that contributed to student success in remedial education as perceived by faculty and administrators at one public HBCU in the University System of Georgia. The overarching question in this study was: What are the factors, as perceived by faculty and administrators, that contribute to student success as it relates to completion of remedial education coursework at one of the public HBCUs in the University System of Georgia? The results from the research were presented in this chapter, with a summation of the findings for the overarching research question and an emphasis on each of the research sub-questions. Those five sub-questions were:

1. What do faculty and administrators within remedial programs at one public HBCU in Georgia perceive to be administrative factors that contribute to student success?
2. What do faculty members within remedial programs at one public HBCU in Georgia perceive to be curricula and instructional models that contribute to student success?
3. What academic support services are available at one public HBCU in Georgia for students enrolled in remedial education programs and what are the perceived needs or challenges that continue to exist?
4. What do faculty and administrators in remedial education programs at one public HBCU in Georgia perceive to be the role of placement test practices and what changes, if any, do they view as necessary to increase student success in remedial education programs?
5. What do faculty and administrators perceive to be financial issues that impact remedial education at one public HBCU in Georgia?

Before answering the overarching research question and sub-questions, it was important to understand the study participants who provided necessary information to answer the research questions.

Participants

Collectively, there were seven participants interviewed for this research study. All of the faculty members in the remedial education program at PCSU and all of the administrators were invited to participate in this study; however, the researcher only received signed letters of consents from the faculty members and program administrators who worked to remediate, advise, or lead students at PCSU. Several verbal and written attempts were made to include the president, and provost, who were referred to as top-level administrators of the institution, but the researcher did not receive responses to either modes of communication. The group of participants included four faculty members and three program administrators who worked closely to remediate students at the study site. The name of the public HBCU had been given the pseudonym Pacific Coast State University (PCSU) to protect the identity of its faculty and administration. The faculty members were all full-time and consisted of three females and one male, while the program administrators who worked to remediate students consisted of three females. The participants' years of experience working with remedial students ranged from seven to forty years, with an approximate mean of twenty-one years. Six of the seven participants had spent all of their academic and employment life at PCSU which created a plethora of historical information. All of the participants with an exception of one worked in other areas at PCSU during their tenure. The participants were diverse in years of experience working at PCSU or with African-American student population. Table 1 illustrates the rank, gender, and length of service of the participants. Pseudonyms were generated in order to protect

the confidentiality of the participants. Additional descriptions of each participant are included below in Table 1.

Table 1: *Participants' Information*

Name (pseudonym)	Rank	Gender	Years at Institution/higher ed.
Clara	Asst. Professor (English)	Female	38
Allison	Instructor (English)	Female	13
Brianna	Instructor (English)	Female	7
Robert	Instructor (Math)	Male	21
Stacey	Administrator (Director)*	Female	40
Jessica	Administrator (Advisor)	Female	18
Rachel	Administrator (Coordinator)	Female	10
Total			147

- *Denotes interim director*

Clara

Clara is an African-American female who was the second participant to express an interest in this study. Upon introduction, she was enthusiastic and described herself as being “older than dirt”. She was a first-generation college graduate who graduated from PCSU and had been employed at PCSU her whole professional career. She began her employment at PCSU in the writing center as a reading and writing tutor, and ultimately moved into the classroom as an Assistant Professor of English. She indicated that she did not intend on teaching when she finished her undergraduate degree with a major in English and a minor in Criminal Justice from PCSU. Initially, she wanted to attend law school; however, she began working in the tutorial laboratory while completing her Master’s degree in Education. It was then that she realized she loved working with the students individually, so she ended up teaching. At the time of the interview, Clara expressed an interest in obtaining a doctoral degree.

Allison

Allison, an African-American female, was the first participant to express an interest in this study. She was very forthcoming with information that initially had very little to do with this study, but upon analysis of the impressions, her heartfelt expressions tied in with other information she and her colleagues expressed throughout the process. Allison did not express if she was a first-generation college graduate or where she had studied. She expressed information about her family dynamics and major losses and triumphant gains in her recent past. She expressed her love for teaching remedial education students and her desire for respectability in her career. She expressed an interest in returning to college to complete a doctorate degree.

Brianna

Brianna, the junior instructor attached to the PCSU remedial education program, is an African-American female. She was available to interview during the interviewing process even though she was accompanied by her pre-teen daughter. Her daughter was not in the interview room during the interviewing process. She did not disclose personal information regarding her employment history, only that she had taught collectively for seventeen years. She taught at the college level for the past seven years and she was completing her doctorate degree in Higher Education Administration at a nearby state institution. She expressed an interest in working in Atlanta at the Board of Regents for the betterment of remedial education programs statewide.

Robert

Robert, an Asian-American, was the only male interviewee and mathematics instructor attached to the remedial education program at PCSU during the time of this interview. He was energetic and delighted to participate in this study. He had been employed at the institution for twenty-one years. He did not announce where he received his degrees or if he was a first-

generation college student. He expressed a love for teaching the underprepared and adult students who returned to college after years of employment. He presented dynamic knowledge of the infrastructure and the institutional hierarchy beyond that of the other interviewees. He referred to his wife, children, and homeland admirably. He did not state a desire to receive a doctorate degree; instead, he seemed content with his current professional standing.

Stacy

Stacy is an African-American female who served as the interim program director during the interviewing process. She introduced herself as the senior administrator due to her forty years of employment at the institution. She was brimming with pride as she expressed how differently the remedial education program appeared recently compared to its humble beginnings. She informed the researcher that she was attached to the remedial education program when she was a student worker attending PCSU. She moved up through the ranks at the institution from secretary to interim program director although her passion was in advisement. Stacy did not express her familial status of first-generation college graduate, nor did she express a desire to retire.

Jessica

Jessica is an African-American female who has been employed at PCSU for eighteen years. She answered the questions posed to her sincerely and was quick to announce when she had very little information to offer during the interview. She graduated from PCSU and immediately began working there in the testing center. She held the position of testing staff assistant for two years prior to moving into the testing coordinator's position. She was knowledgeable regarding testing services and advisement practices. She was informed regarding instructional practices and which remedial education instructors were most effective as well as those who were not as effective in the classroom. She offered ideas about testing and recruitment efforts that the

institution could implement to enhance recruitment efforts and the retention of remedial education students.

Rachel

Rachel is an African-American female who was a first-generation college student. She was employed at the institution for ten years after graduating from PCSU with a bachelor degree. During her collegiate tenure at PCSU, she was required to complete remedial mathematics and English. She warmly reminisced about her deficient writing and mathematics skills, and connected her high school academic career to those of the students who entered remedial education classrooms across the state. She was very proud of her accomplishments of acquiring her bachelor and master degrees after completing eleven years in the United States Army. She credited the military for her meticulous nature and planning and implementation skills. She was poetic in her description of remedial education students as she relayed their academic growth and personal stories.

Theme Development

The themes that were discussed in the upcoming sections developed purely from the conversations and interview protocol questions conducted with the participants. Once key words and original phrases were identified from the interview transcriptions, the researcher coded and assembled those words and phrases in accordance with the research questions that the statements answered. Afterward, the researcher used Creswell's (2013) data analysis to identify statements with similarities from different participants and grouped those statements together. If at least three from the group expressed the same perception, those statements were grouped together to form themes. In certain cases, themes were separated into smaller categories to narrow the respondents' focus to specific issues under study. The conceptual framework served as a guiding

map in the development of the themes. Throughout the transcribing process, coding, and the review of the transcriptions, the researcher paid particular attention to how the participants viewed the remedial education program at PCSU through the language used to describe it. To describe the remedial education program at PCSU, the program administrators used phrases and terms such as “booster course,” “double tabs,” “not the end of the world,” “passionate instructors and staff,” “constant overlapping,” “putting learning at the forefront,” and “vital and sort of like the hubcap.” However, when asked to describe the remedial education program through the eyes of top-level administrators or other faculty members campus-wide, the faculty member participants tended to use phrases and expressions like “overlooking remedial students,” “use them to build enrollment and numbers,” “think we and they are dummies,” “all of these disconnections,” “something is missing” and “there is not a consistency.” These expressions indicated that there was a negative stigma attached to the remedial education program. Although these were common expressions, these terms connected to the answers for the overarching question and the five research sub-questions wherein each research question and the underlying themes were discussed.

Research Question 1

What do faculty and administrators within remedial programs at one public HBCU in Georgia perceive to be administrative factors that contribute to student success?

The impressions obtained from faculty members and program administrators regarding administrative factors that contributed to student success offered three key themes. The impressions included hiring caring, understanding, and responsive faculty members; not using the remedial education program to increase numbers for enrollment and recognition of remedial

education as important; and offering consistent location for remedial education program and continuous tutorials and labs.

Hiring caring, understanding, and responsive faculty members. All three of the program administrators reported the hiring of caring, understanding, and responsive faculty members as the top administrative factor that contributed to student success. Although faculty members and program administrators who worked directly with remedial education students were interviewed, Stacy and Jessica stated hiring the “right faculty and staff” and “employing faculty and staff who were responsive to the needs of learning support students” as critical administrative factors that contributed to student success. Rachel attributed the importance of academic advisors and faculty members or the “whole team” to the success of remedial education students.

There were four faculty members interviewed and their responses varied regarding administrative factors that aid in student success in remedial education. Clara stated an idyllic viewpoint of what was required of an administration. She said, “We need an administration that is caring and understanding, who knows that education is for everyone, and that administration must be positive.” Allison stated that “previous nor current administrations embraced learning support.” Brianna said that administration should “allow faculty to participate and interact in the selection of their own curriculum. It is also a matter of academic freedom. After all, we know what to teach and how to teach it. They need to become more vested in the program” as a way to assist in matriculation of remedial students. Robert said a complete lack of structure and support services and he stated, “top-level administration had never been supportive of the remedial education program.” These statements showed a clear disconnection between the faculty members and top-level administration.

Use of the program to increase numbers for enrollment and the remedial education program was not recognized as important. Throughout the interviewing process, this was a recurring theme as stated by all seven participants. All participants reported that they believed top-level administration neglected the remedial education program and that the program was used as merely a buffer to increase enrollment. Brianna stated that the administration referred to the remedial education program as “the fall back. It’s the program they go to when they need to bring in additional students.” Another participant, Allison, said:

To be honest, the administration speaks about learning support as a necessary component to keep our numbers up for enrollment, but in all honesty, learning support is not really embraced; it is not invested in and is not seen as important.

Comments like this resonated throughout every interview. Faculty member participants and program administrators who worked to remediate students used strong language to express their concerns for not being considered as a viable part of the campus’ programming overall. Clara regarded the lack of necessary recognition of the remedial education program on the part of top-level administration at PCSU as follows:

I’m not an administrator, but it would help if administration could find a way to not segregate these students. Remediation, to me, is the new Jim Crow. It’s the new Jim Crow because we use these students to build up our records and enrollment, but then we kick them to the curb because we don’t give them all of what they need to be successful or we use up all of their financial aid so they really can’t come back.

Offering stable location for remedial education program and continuous computer and tutorial laboratories. All of the faculty member participants and program administrators who worked to remediate students at PCSU voiced similar concerns as it related to the top-level administration providing a stable location for the remedial education program and continual availability of computer and tutorial laboratories. One participant, Allison, stated:

We struggle to get labs and space; it's a scrabble. Every semester, we are at risk of losing the building that we're in and have been housed in since its inception, but this time, we have been moved out to make space for another department.

Three of the four faculty member participants had concerns about the lack of computer software and tutorials geared to assist remedial education mathematics students exclusively.

Robert stated:

I want to know more about the labs that are in our schools. How can we get access to labs that are in our area? They are there, but we are not able to utilize them or have appropriate software for them. They have been taken over by the English department, and there is no one there to work with remedial students in math.

Allison continued the same theme when she reminisced about a department head who diligently worked to help remedial faculty members and students by creating a computer lab many years ago exclusively for the remedial education program. She stated:

And she had labs and software programs designed for that computer lab. She actually invested into that and after she left, the component was removed from learning support and given to the English department.

Like Allison, other faculty member participants mentioned a sense of displacement and uncertainty about the future of the remedial education program on the campus. Only one program administrator (Rachel) expressed feelings of displacement when she said:

Well, you know when they did the renovations and put us all in one area, we were told the reason they were doing that was because we were not considered academic like you know for a department. But, I was like how are we not considered academic when we support the campus with viable student population. I was so blown away by that statement, and I never really got over that, but that was the reason we were told we had to move.

The remedial education program at PCSU did not have computer or tutorial laboratories that were available for remedial education students, but the interim program administrators (Stacy) declared to change the lack of tutorials for remedial students across the campus. Stacy said:

Since I am temporarily sitting in this seat, ohm one of the things I have on my agenda to do before I leave out of the seat is to increase tutorial services and probably look at doing that on the weekends to coincide with the library. That is one thing I am going to work on no matter who the new person is that comes to work here permanently. I'm going to pass it on to them. I want to get started on it and the new person might pick it up and move on with it. The other piece is to have some online tutoring and I know through eCore since I do eCore, there is some online tutoring. That's something that I have talked with the tutorial coordinator about and it will enhance online tutoring of those students especially the non-traditional working students who can't come to campus during the hours we have tutorial services.

The other two program administrators seemed to take things in stride. For example,

Jessica said:

I know we've not had (how should I say) a physical place in our department. We used to have tutoring all across campus, now it's wherever you can find it.

Also, Rachel admitted to having been dismantled and displaced several times since her tenure at PCSU. She stated:

We utilized the whole building, but slowly as we had changes in the administration, the things that other leaders leave, some people come in with other ideas of how to run things and things get dismantled. We have gone through that process a couple of times, and like now, we are not utilizing our building. We have been reduced down to one hallway.

These statements demonstrated that faculty member participants and program administrators attached to the remedial program possessed feelings of displacement, reduced morale, lack of communication and commitment from top-level administrators, and anxiety about the program's success when they remarked about how members and students of the program were treated, where they were expected to meet and teach their classes, register all incoming students on campus, and respond to questions or changes remedial students had.

Research Question 2

What do faculty members within the remedial program at one public HBCU in Georgia perceive to be curricula and instructional models that contribute to student success?

Discussions with faculty members regarding curricula and instructional models that contributed to student success generated a variety of instructional practices. Instructional practices ranged from a combination of individual student-focused or group activities, differentiated instructions, one-on-one instructions, blended instruction, open discussions, and utilization of free thinking/writing techniques to foster critical thinking skills. Clara stated that she utilized the differentiated teaching style, as well as, group assignments. She said:

I use a combination of teaching models. Actually, I use whatever works best. Every student in my class is different, so I differentiate my teaching style to accommodate each student. I try to apply what works best for the individual student. Sometimes, I pair them up with other students in the class who have similar learning styles, but honestly, I use a variety of methods.

Allison stated that she utilized several teaching techniques in the remedial education classroom including combination or blended instruction and group activities. She embraced the student-focused teaching model versus the teacher-focused model. Allison believed that students must have a sense of comfort and freedom with an instructor in order to learn from him or her. She stated that “group activities help them help themselves.” Also, Allison said:

I think learning support students enjoy group projects where they can work together. Group activities tend to give them an opportunity to talk to each other and learn from each other more than they can from simply being in a lab. I try to get them to own their education by getting them to discuss topics through the writing activities and readings that we do. Also, we do response papers. I get them to moderate and it causes all kinds of interactions.

Robert like Allison stated creating a comfortable stress-free learning environment to foster learning for remedial education students. In addition, Robert suggested that as a mathematics instructor, having vast knowledge of subject matter and the ability to teach at any level was extremely important when teaching remedial education students. Also, he said:

I have to build a relationship with my students and we don't just do math problems all day. I don't do that stuck-up format of instructions, you know what I mean. And I create

an environment where students can learn and be free to be themselves, be laid back, and learn. I think that's essential in any classroom, but it is extremely important in the learning support math classroom.

Brianna said using a one-on-one teaching approach. She believed in order to address the particular weaknesses of students,' she needed to address them individually. During the interview, Brianna stated:

I do a lot of one-on-one with my students. I think that's beneficial. I don't teach the whole class anything because we have smaller class sizes, so I am able to work with them one-on-one and as individuals instead of teaching everybody the same thing. I think that helps with your success rate because I can focus on each individual's particular weaknesses.

The responses given during the face-to-face follow-up interviews were slightly tilted toward the remedial education English faculty due to their overrepresentation owing to their teaching assignments in both areas of English: remedial education English 99 and core-curriculum English 1101. During the interviewing process, Allison commented:

We use a new paradigm where we pair the English 1101 classes with the learning support classes, and in those classes students were given two grades. Last year was our first time doing that.

In addition, to the positive statements made by the English faculty members' abilities to teach students in both sections of English, the interim program director, Stacy stated:

We do believe that by pairing the remedial teachers to both courses, the students will be more successful. Clara and Allison teach English, so we paired them to teaching those courses. That was part of the plan; that's the way it should have been planned out. Since the co-requisite classes are small, we only have 15 students per class, but in the English 1101, there are other college students, so the remedial students are in the mix so no one feels isolated. No one would know that there are some students who may be taking remedial courses in there. I call it the "booster course" to help them.

In order to assist remedial students in English 1101, both Clara and Allison stated that they tended to cover various areas in the remedial English course. Allison elaborated further when she said:

Because we just have a few remedial classes, we are able to do that. But in order for the class to work, it really needs that close connection so that if I am going to talk about an annotated bibliography in English 1101 which puts remedial students a little out of their comfort zone, I try to pull my remedial students up and I teach the basics of that in the support classes so that when I need to spend more time on it, it works well that way because I know what's going on and I don't have to coordinate with another person.

Although Robert did not comment regarding collaborative efforts between remedial education mathematics program and the mathematics department, the interim program director, Stacy, stated that forethought had been expressed in mathematics as well as English because remedial education students were being tracked into various levels of mathematics based on placement scores, abilities, and likelihood of success. Since different majors require different mathematical courses, Stacy said:

Well, we have Math 0997 then Math 1001 which is the Quantitative Reasoning course I mentioned earlier for majoring in Liberal Arts and Science. Then we have a Math 1111 for Cobra (College Algebra) for our students. That's a different pair-up. The co-requisite course for Math 1111 is Math 0998. That course is designed for students majoring in the College of Design and Technology and the College of Business Administration.

There were a variety of teaching strategies and methods employed in the remedial education curriculum and instructions. In English and reading courses, faculty member participants utilized differentiated instructions, group activities, one-on-one conferences, blended or combination instructions, or lecture sessions. However, in mathematics, Robert focused on the various techniques and rules that apply to mathematics without creating anxiety within remedial mathematics students. It appeared to be a delicate dance, but Robert said it best when he commented:

I believe that practice and making sure that they engage in repetition is essential to student success. It's something they have to keep doing and that's just essential in math. In remedial math, you have to get back to the basics and meet your student where they are so you can bring them up.

Research Question 3

What academic support services are available at one public HBCU in Georgia for students enrolled in remedial education programs and what are the perceived needs or challenges that continue to exist?

All of the faculty member participants and program administrators interviewed showed that the remedial education program had two strong academic support services, but the remedial education program at PCSU were severely deficient regarding most of the academic support services needed to ensure success for remedial students. Interviews with faculty member participants and program administrators who worked to remediate students at PCSU revealed two positive themes: the importance of dedicated faculty tutorials; and, academic advisement with qualified advisors. However, the perceived needs that continued to exist far outweighed the two positive academic support services that were available to remedial students. All of the participants in this study cited that the remedial education program lacked a physical building in which to hold classes; they lacked steady and sustainable leadership; they lacked textbooks and/or electronic textbooks for English 99 and mathematics courses and they lacked resources like peer tutors, especially in mathematics. Also, other challenges that exist are stigmas attached to remedial education students and faculty members, and denial of access to the tenure process.

Dedicated faculty tutorials. All of the faculty and administrator participants mentioned having dedicated, caring, and understanding faculty members as key to remedial education student success. All of the participants referred to the faculty members who worked to remediate students as “passionate, loves to teach in the program, committed, dedicated, and loving.” One of the program administrators, Rachel, commented that “it’s like a metamorphosis takes place from the time they come to the campus and leave the program.” Faculty members not only teach but

they tutor their own students because the tutorial program attached to the remedial education program had been absorbed by the English department. Allison offered a historical perspective when she stated:

Well, in the past, we had a director who had been here for like 30 years. She made the most innovations under her tenure. We developed our writing center and that was directly for the support of our students who needed remediation. It has since been moved and attached to the English department, but its inception was in the learning support area of teaching and academic success for the purpose of supporting our students. Now, it is no longer available to the learning support students at all.

Jessica referred to the remedial education program faculty members as “people who understand remedial students and learning and who can encourage and support them through the program.” In addition, Rachel stated:

For the learning support faculty, it’s not about the money for them. They may not be given everything they need to work with these students, but they don’t hesitate to try out this or that new product.

Rachel went on to say, “If it wasn’t for that kind of dedication, I don’t think you would have students who would be as successful.” Stacy agreed with Rachel and further stated, “last year, we added a coaching piece to the component which reached out to students who needed extra help.” Since the coaching component had recently been added as additional tutorials for remedial students within the past year, there was no data measuring its effectiveness.

Academic advisement by qualified advisors. The academic advisement area was attached to the remedial education program at PCSU although they advised all students who attended the institution for the first sixty (60) credit hours. Academic advisement was a theme mentioned by all seven participants as another key reason why remedial education students at PCSU were so successful. Rachel stated:

Our model here is that we advise from 1 – 60 hours and then faculty takes over when students become juniors. So for the first two years, our model is that students will have

professional advisement, but then the last two years, they have faculty advising. And when we advise them for the first two years, it's kind of like advisement/mentoring.

Although Rachel and Stacy agreed on the process currently in place at PCSU, Stacy added with a sense of pride that she had plans to improve the advisement program at the institution. She replied:

Also, for advisement, since that's my baby, I always thought of having a one-stop shop. And maybe we, as a university, can be a model that other schools go to. In the one-stop shop, we can have advisors in all of the colleges, and we can advise students up to 60 credit hours.

Rachel agreed with Stacy, but she took Stacy's vision one step further when she expressed:

I have an interest in advising students the whole time they attend PCSU. Our area has gone through a lot of transitions. You know the majority of us are certified in academic advisory. We have graduate academic advisory degrees through Kansas State University. PCSU supports us and allows us to go and take the graduate program as a Certified Academic Advisor. It's online.

Faculty members stated strong opinions about the academic advisement process at PCSU. All of them believed that the academic advisement process after 60 credit hours should be moved back to the academic advisement area because many students were improperly advised and /or had no relationship with the faculty advisors assigned to them. For example, Robert said:

Well, whether it is voluntary or involuntary, I am a counselor. My current and past students will come and pour their souls out, so we do informal advisement because they value my opinion. They will come and ask me what classes should I take, what should I do sort of thing. Also, they bring their personal problems and lay them on the altar, so to speak, and when I ask if he or she went to their advisor about the situation, they usually laugh and say, "I don't know that lady."

The information provided by Robert further supported the recommendation made by Rachel that students be advised by a team of professionals who were qualified and interested in providing accurate advisement throughout students' collegiate experiences. Rachel commented

on, “a disconnection between the faculty and student.” She said since faculty were made to advise, as a part of their contracts, many of them resented having to attend training sessions in order to properly advise, so many students were incorrectly advised. She commented, “when faculty members get confused, then they call an academic advisor for help.” Rachel further stated:

But in all actuality, it needs to be the faculty person who’s having the conversation with the students, so that’s why I say that there is a disconnection because the faculty had not created a relationship with the student wherein the student would want to come to the meeting. Many students need to know that you care about them.

Even though PCSU students benefitted from tutorials offered by dedicated faculty members and comparable academic advisors in the remedial education program, there were many academic support services that were lacking for these students. These perceived needs include the lack of a physical building, sustainable leadership, peer tutorials, absent textbooks, stigma attached to the program, and denial of access for faculty members to the tenure process.

Lack of physical building for remedial education program. The lack of a physical building allocated exclusively for remediation purposes was a key needs theme shared by faculty member participants and program administrators connected to the remedial education program. All of the participants in their interviews cited the lack of a physical structure or building as a source of anxiety. To the participants, it demonstrated a lack of concern for the remedial education program at PCSU. Allison commented several times about the lost of the remedial education program building when she declared, “We are losing our building that we’ve been in and have been housed in since its inception.” Further she stated that she felt as if they were “just limping along” as she revealed her feelings about being removed from the home building:

Honestly, when we heard that Mass Comm. was going to take over the building that was the first thing we thought about. Where are we going to teach our classes? So we had just put in a request for a lab and now, we are just basically displaced. We are displaced.

Clara mentioned the lost of the building once in the interview, and stated, “Our offices are still over there, but we don’t know where we will be teaching this fall.” Brianna stated that she believed the institution is “just experimenting” and “they are not focusing on learning support.” Stacy, the interim program director, who led faculty members and remedial students, took a different position. Stacy said:

I guess I have worked here for 40 years, so I am pretty much used to being displaced and adjusting to changing situations.”

Also, Stacy added, “We’re in the state of Georgia although Georgia has gotten better.”

Rachel gave the impression that she was not accustomed to being displaced when she said:

Top-level administrators told us we were being displaced because the space was not being utilized the way it should. And in that building, we had the whole learning support program, the freshmen year experience, and then we had the advisement group there too as we began to take over more and more of the advising. And then all of a sudden, we’re being told that we are insignificant, at least we feel like we’re being told that because in all actuality, they are telling us, we need this space for more important academic purposes.

Lack of permanent or sustainable leadership. Three of the four faculty member participants cited the lack of permanent full-time leadership as another key need theme in the remedial education program. Allison, Clara, and Robert were the most vocal. Allison said that she was teaching a one-hour course twice a week, but the students were only receiving one-credit hour for the course. She commented:

We have an interim director and that person should have been the one who said hey, this curriculum needs to go through the new curriculum of programs committee and have it changed because we need to have it be two credit hours. But she said nothing.

The senior faculty members felt as if they were responsible for the remedial education program instead of the interim program director, Stacy. This impression was obvious when Clara and Allison stated:

We keep this program going, but the top-level administrators don't know what our needs are because we don't have a director. We have made the best out of what we get to keep our students moving forward.

In the same regards, Robert had similar concerns about the direction of leadership for remedial education at the institution. He said:

Well, she is so busy being invisible to keep her job that she won't speak up for us so we can help our students.

During the interview process, faculty member participants referred to the lack of leadership within the program as a trend that led to misunderstandings, disconnections, and displacement. Allison stated:

I have made contact with the writing lab director, sort of under the radar, to assist our students this upcoming fall. That's the job of the director because we need a voice on campus, but we don't have one.

Also, Allison suggested that the program suffered because of a lack of leadership and that definitely had an impact on classroom instructions and material. She said:

We have a program without a legitimate director and worst yet, if we get a director who does not know what's going on, that's a major issue. Right now, our interim director, I don't think she wants to make decisions about big purchases and such, so we just limp along but because we still have our textbooks, we teach from our textbooks anyway. I use information from my books and lots of handouts and I put a lot of stuff online that I can do as assignments. So, that's how we keep it going.

The final overwhelming feeling stated by the faculty was one of distrust for top-level administration. Clara said:

I hear our administration say that students come first, but I don't think that administration is really thinking about remedial students. I just don't think enough is being done for remedial students on this campus.

Lack of textbooks and/or electronic textbooks, computers, and peer tutorials. All four faculty member participants commented on the lack of needed academic equipment for continued success of remedial students. Costly textbooks for remedial education classes had been an issue at PCSU for decades; however, the new co-requisite model made the purchase of remedial education textbooks unlikely if not impossible. Allison stated:

There are three books for English 1101, so in the learning support classes, I use handouts and online sources that can be accessed like My Reading Lab, or My Writing Lab, those kinds of sources in lieu of books to keep the cost down. This new paradigm is now attached to English 1101. We just do the online thing, so they don't have to purchase another book.

However, Robert attributed most of the electronic textbook dilemma to missing computer labs or tutors to assist students in the computer lab. He stated:

I want to know more about the labs that are in our building. How can we get more access to the labs that are in our area? We are not able to utilize them or have appropriate software for them. They have been taken over by English and there is no one there to work with remedial students in math. Remedial education math students must purchase a book for the course. We used to use My Math Lab, and that was very successful, but since we don't have a computer or tutorial lab that the students could use under my tutelage that makes the conversation mute. The students who purchased the book, for the most part, passed the course.

Allison offered a statement that answered Robert's question about why remedial education faculty member participants or students were unable to access the computer labs. She said:

Well, it's not even under the budget of our program anymore. It's funded out of someplace else and seen as totally separate from learning support. But it is still a very, very necessary component for our students that we no longer have.

During the interviewing process, Allison commented on the cost of remedial education textbooks when she stated:

We have looked for those books, through the low cost affordable Georgia Act, but we have not found anything near the quality of the textbook we had before and that textbook

was probably \$80 or \$90 dollars. So, we are still trying to teach those basic things they need to know without a comparable textbook. There are resources now that give us suggestions on how to set up the foundation course. We had a contract with My Reading Lab and My Writing Lab and now that only one person is doing that foundational course, we only have the Reading and Writing Lab program.

During the interviews, two faculty member participants expressed concerns for students who needed assistance in the computer laboratories when using software and hardware to complete course requirements. Clara commented that many students in remedial education at HBCUs did not have computers at home, nor do they know how to operate computers based on advisors who registered students for courses. She stated:

Many remedial education students do not tend to have laptops, programs, or the internet or even the capabilities of getting things that will help them to be more successful.

Rachel agreed with Clara when she said:

Many of our students do not have computers at home. They know how to work their cell phones, but not a computer.

To address the lack of peer tutorials, Rachel stated that at one time, she implemented a study hall to assist all students on campus. She stated:

We have had tutorials to help our students. It costs, and at one time, we did have study hall. Ohm, I ran it, and at that time, we were registering students from 1 to 30 hours, and then we went across the street and partnered with athletics. Athletics took full advantage of learning support and the study hall since I was their advisor. So, we did have some students who would come in because it was open to the entire school population and we would have peer tutors and non-traditional students there, but athletics took it over because they were very grateful and they would have their whole team come there. I'm kind of like structured because I'm ex-military.

Rachel stated the fact that she was ex-military to point out that in her experience, when something is working, it should not be bothered, but according to her, "every administration came in with its own agenda and things get dismantled. And with all the changes, we have been reduced down to one hallway."

Continued stigma attached to remedial program faculty members and students. All faculty member participants who were interviewed mentioned that there was a stigma attached to remedial faculty members and students by other faculty members on campus and members of top-level administration. Regarding the English department, Clara said, “they try to make me feel like the dummy” and “they keep us segregated because they don’t want to mix with us.” In addition, she added, “we are looked at as the special education teachers.” Allison began her response by saying, “People just don’t know what we do; we are not dummies teaching dummies. We do have degrees; we have graduate degrees.” She stated that the remedial education faculty members are viewed as “lepers on campus.” During the interview, she told a story about attending a faculty meeting and working in a group with other faculty members campus-wide. She said the other faculty group members stated:

Yeah, what about those people down there in that building... (laughter) and I said, “I’m one of those people down there.” They don’t even know what we do. You know. Those people they blah blah blah. They were complaining about the co-requisite in Math and those were the Math people. It’s a little easier in English, but with Math, different people are doing it and there is no communication or connection between each other. Math teachers were saying, “What I’m teaching in my class, I don’t know what they teaching in those math classes down there.” (laughter). So, they were really eating up the math.

Brianna described the other faculty members as, “they don’t see why it’s important” and “they’re disconnected.” She added, “I don’t think they look down on the program, but they feel like they are better than that, than remedial education.” Robert relayed the impression in terms his students would use such as, “we are seen as being at the bottom of the barrel,” “not a necessity,” and “they seem to look down their noses at remedial education.” When asked how he felt about those impressions, he commented: “Like my students say, when I’m in the company of those people, it makes me feel some type of way.”

Overall, the impressions that faculty members who taught in remedial education felt from other faculty members campus-wide was that they (remedial education instructors) were less than and subpar no matter how many advanced degrees they possessed.

Denied access to tenure process. During the interviewing process, the theme of denied tenure for remedial education faculty member participants was constantly mentioned. Clara stated:

Now, with the faculty members, there is a separation between regular faculty members and learning support faculty. Learning support faculty members cannot become tenured. That's a problem. I can't understand that.

According to Allison, "we can't get tenured because there is a stigma and inequality attached to what we do." Further, she added:

I don't think it matters or not if you have a PhD, you're still teaching those courses. And I do think that's the issue. Because remedial education is so misunderstood and providing tenure for those people, so they put remedial educators in a vacuum. To them, this is just general education—for what we do, and if people are informed when they apply to work here, who's going to want to come in here if there is not something to attract them. I mean you bring in a PhD, non-tenured track, and put him or her in this program; nobody is going to want to do that. Or you will get somebody in here who is not really dedicated or not qualified. After a while, they get the attitude of just getting any old body in here just to fill the space. That's not going to cut it for our students. And then, when they don't make it, then it's the students' fault.

The interim program director (Stacy) could not present any bylaws from the administration that stated why remedial education faculty members were denied tenure. Everyone interviewed thought the act as shameful, but no one had answers as to why the remedial education program, the only program on campus, was denied tenure throughout the history of the institution.

Research Question 4

What do faculty and administrators in the remedial education program at one public HBCU in Georgia perceive to be the role of placement test practices and what changes, if any, do they view as necessary to increase student success in remedial education programs?

Placement tests practices and guidelines are set by the Board of Regents for the University System of Georgia. All of the participants stated the fact that there had not been any institutional changes regarding placement testing because as Stacy said, “now they have gone to a new way of doing learning support.” There were no recognizable themes for this question because the USG sets the rules that govern changes throughout the state. The new guidelines that govern remedial education had been accepted and uncontested in remedial education programs statewide because, regardless of opinion, everyone had to follow the same procedures. The new way of determining who took the placement test at PCSU and other public institutions was confirmed by the USG. The new guidelines required calculation of the formula based on a student’s high school grades in English and mathematics, high school GPA, and SAT/ACT scores. Once they have reviewed, as Stacy stated, “the whole student” and a placement test is requested, then PCSU administers it prior to acceptance and placement. All of the participants interviewed accepted the new BOR guidelines without hesitation because the board sets the standards. Jessica stated:

We have to be consistent across the board, so they mandate all changes, so more than likely, if PCSU has to change its testing, all of the USG schools have to change too. This year will be the first year we will be using ACCUPLACER because of the end of the COMPASS placement test. ACCUPLACER has been the new adopted test. This test will be phased into the system in November, so that it is up and usable by Spring 2017.

Although Allison commented that the remedial education English 99 and 1101 courses were easier for students to pass because they had the same instructor for both components, the mathematics students endured a “rough transition.” She went on to say:

Changes in the program are more tolerant for us English people because we are teaching our own students, but the math is housed in another area once the students are finished with learning support math. Other math instructors across campus make so many negative comments against learning support mathematics students and the instructor.

During the interview, an interesting outlier arose. Only one participant stated that the new Board of Regents placement formula may cause problems for incoming mathematics students in the future. This might be because Robert is the only instructor of mathematics currently employed at the institution in the remedial education program. He placed the blame on the lack of adequate training for admissions personnel and the interim program director of remedial education regarding the new formula when he said, “I don’t know if it’s the formula or someone factoring it incorrectly.” Robert went on to say that due to administrative miscalculations of the new formula, many students were being placed at the wrong level of mathematics and he added:

Well, at this point, ohm, I notice that there is something going on with placement right now which can have a lasting effect as it relates to retention. I am sorry, and I don’t know the specifics of the new formula, but I think they are misplacing students which again will have a lasting effect on retention and graduation rates. I don’t know how lasting it is going to be, and I don’t know how long they will last being misplaced honestly. But that is something that is not being addressed. I have heard it mentioned, but not addressed. But the students who are coming in have like one entry level class and all the others are the co-requisites. I know that everyone doesn’t test well, but the test scores like SAT and stuff are really low, and I feel that’s going to be an issue. And again, that’s not being addressed at all. I think that is a problem for placement in the future as it relates to student retention. Students who have to take classes over and over in remedial classes don’t stay. Their egos won’t let them nor will financial aid.

All of the faculty member participants and program administrators who worked to remediate students believed that the new formula was designed to increase enrollment to

institutions overall, and decrease the amount of students who needed remediation. Although everyone wanted to see students matriculate into “regular admits,” overlooking an obvious deficiency only create frustration and resentment for students later on when they realize they cannot keep up. Stacy referred to this process as “the snowball effect.” Robert thought that overlooking students who needed more remediation ultimately would have a negative effect on the students and campus-wide retention and graduation rates.

Research Question 5

What do faculty and administrators in the remedial education program perceive to be financial issues that impact remedial education at one HBCU in Georgia?

Faculty members and program administrators who worked to remediate students at PCSU believed that remedial education programs that lacked adequate funding or financial support from their institution’s administration, coupled with the shifting demands of the USG, were less likely to continue to demonstrate student success. This research question revealed several themes by faculty member participants and program administrators. They cited that the remedial education program at PCSU was financially deficient because the USG and state government officials had reduced the amount of funding for remedial education programs statewide; PCSU reallocated funding for the program because there was no permanent director or leadership in place, and there were blatant mismanagement of funds at the institutional level. Several participants stated a student-focused concern regarding financial issues in higher education. They said that due to the new regulations on Parent-Plus Loans, the parents of many remedial education students lacked sufficient financial aid qualifiers to obtain loans to purchase

supplies and materials such as textbooks and computer software to be successful in remedial education courses.

Finances have always been a major concern in higher education; however, Stacy, the interim program director stated, “you know, things started off where we got plenty of money to support remedial education. But, now, it’s never enough money.” She and Brianna believed that the USG and other state governmental officials were responsible for the financial shortage for remedial education programs statewide at the four-year, open-access institutional level. During the interview, Stacy stated:

I really don’t know what our budget is so I can only speak for what is in the unit. But, we can always use more money for supplies or if we need to hire more teachers, you have got to have money. We need to buy more resources to help support what is needed to engage the students. And we need to bring in an outside speaker who may motivate students, so we need more finances. And we just need more money to provide a quality education; we could always use more money to enhance what we are doing.

Brianna’s impressions and statements stemmed from the state government level. Ever since 2010, Governor Deal had been adamant about not allowing state funds to pay for remedial education courses. Brianna connected the governor’s attitude about remedial education programs to the lack of financial assistance the program received at PCSU when she commented:

One of the primary issues with finances is that the governor doesn’t support the learning support program in the first place because he would prefer those students go to the technical colleges. I don’t think they are putting the money into the program. They are not trying to put their money into open-access campuses when they feel those kinds of students should be at a technical college getting a certificate or something.

Further, Rachel concurred with Brianna’s assertion and said that policies that came down from the Board of Regents had forced a restructuring and remedial education was not really a program anymore. She declared:

The past administrations had fought to maintain some form of learning support here at PCSU. They reformulated (chuckle) you know, tried to figure out a way to eliminate learning support from PCSU, but because we do not have a community college, we are

able to accept students and build them up because, as we know it, that is a part of HBCUs legacy.

Rachel examined the financial impact on institutions when institutions like PCSU attempted to compare themselves to larger PWIs when she commented:

We need to stop comparing ourselves to bigger schools. We are not a University of Georgia. We are not that. We are not Georgia Southern or Georgia Tech. We will never be that. We are an HBCU and sad to say, a public HBCU, which is on a lower totem pole. It is never going to be a for-profit school. You'll never get a profit out of here, but one thing. It produces. It takes what society says no to and gives it a yes.

Both faculty member participants and program administrators agreed that PCSU did not completely support the remedial education program, financially, emotionally, or respectfully. Rachel said that "they do not see remedial education as a benefit. They see it as a waste of money." Allison described the program as "stumbling and falling apart" and "we are just limping along" because PCSU did not see the program as a main concern. Allison believed that the institution reallocated monies that were intended to be beneficial to the program. Further, she stated:

It is basically not a high priority, so PCSU is going to find other ventures that are going to be more important, and those ventures will be funded through our budget. If money was sent to our department, we would have been able to get those on-line books.

However, because the remedial program lacked a stable leader, Stacy, the interim program director may not be able to convey the needs of the program adequately because she did not know the actual financial needs of the program. Allison further stated that one of the reasons for financial problems in the remedial education program at PCSU was due to the absence of a permanent director. She declared that top-level administrators did not know what needs they had because they did not have adequate representation as she admitted:

The administration doesn't know what our needs are because we don't have a director. We have made the best out of what we get to keep our students. And that should not be

the situation. We still don't have anything in place for fall because we don't have a director yet that's on campus.

The perception of blatant underfunding, reallocation or misappropriation of funds echoed in each interview by every participant in the remedial education program at PCSU. The following statements showed that faculty member participants and program administrators who worked to remediate students at PCSU did not feel financially supported by the top-level administration at the institution. Clara stated that monies that were to be used for remedial education had been mismanaged or given to other causes by top-level administrators. She stated:

I think it is by design that they find money to do everything else. They find money to build beautiful elaborate buildings, to make a name for themselves, they place money in sporting events, so as far as finances are concerned, I feel that some of the money that we use for other things, should be channeled to help with remedial education.

Robert stated mismanagement of funds as the main reason the remedial education program did not receive full financial support from the institution. He said:

They pull money from us to cover up other things that have already gone wrong or things they had already over extended themselves on. Also, they don't think learning support is important. For example, we are paying for a staff position and the person does not do anything which is money that needs to be redirected, so we could afford to bring in a full-time faculty member who will directly impact students.

Although many of the participants in this study examined financial concerns of the remedial education program at PCSU from the standpoint of governmental and institutional contributions, Rachel offered a snapshot of the student body who attended PCSU. Some of these students have difficulties receiving financial assistance due to situations that they did not create as she offered this perspective:

From an economic standpoint, we must realize that we still have to incorporate financially a longer learning curb for our students. Some of our students are wards of the state, homeless, mentally disabled due to chemical imbalances, and unemployed with children to care for. Some are on the streets trying to make it day by day. They couldn't come back because of finances.

Rachel looked at the whole student body financially and socio-economic past when she made this statement:

Over the decades they have tried to create programs to build the students up, but because of the urban environment that our students are situated in, if you are in an urban school, the majority of the community is not homeowners; they are renters and because they are renters, they do not get the materials they need to be successful. When you expect them to come up to a university standard, your expectations are so high and not realistic or you are comparing them to an Ivy League school not realizing financially that in an urban environment, many of those kids do not have computers at home. Ohm, so when they come to school and they've got a laptop for the first time, they have to learn how to work it. And they hopefully won't break it before they learn how to work it. They know how to use their phones, but not the computer. From an economic standpoint, we must realize that we still have to incorporate a longer learning curb financially for our students. I have many students who ask to take a computer application course. Unfortunately, many of them get an "F" because we (faculty members) automatically think that today's students should know how to work a computer.

Also, Rachel shared a story about the new millennial student at PCSU. This story was especially impactful regarding the lack of preparedness of some remedial education students at PCSU. In her story, Rachel declared:

These millennials they are looking at recruiting are not the norm. So, financially they finally buy into the idea of themselves being in remedial education classes. Just remember, just because Raheem is wearing new \$200 sneakers doesn't mean Raheem is going to buy that \$300 book for that class because he doesn't have the money for the \$300 book (probably because he spent it on the sneakers (laughing)) and he bought those sneakers before he had to buy that book. And he didn't know that an education costs that much money. He comes from an environment where everything is free, or they come from an environment where everything is lacking, and if they don't have the money, they go without. So when I say, "You need to get your books" as an advisor, then they say, "The professor said, I don't need that book." Then I say, "I don't care what the professor said." So you see, Raheem is trying to figure things out, not only culturally but financially, "I'm not only in school, I'm in learning support, so those courses are not going towards my degree. But I need this so I can get into regular courses, but I don't want to pay that much money for that book." You tell me what's going to happen when a book is \$180 or so dollars and his Pell Grant only covers tuition. So, here he is. He's got one or two learning support courses, plus the math books cost some ungodly amount of money. He says to himself, "What do I go lacking on? Well, to Raheem, he's not going to pay for the learning support stuff if he can help it. He'll pay for a book for another class and because of the remediation, by time financial aid comes through, because they are

usually the last ones to apply for financial aid, so they get the least amount of money. So you have a financial issue there too.

Although two program administrators who worked to remediate students at PCSU were unimpressed with the amount of funding the program received and the impact new rules and regarding financial aid posed to the study body, one program administrator felt unaffected by financial projections. Regardless of the perceived financial climate at PCSU, the faculty, program administrators, and students were directly affected by state and federal guidelines that determine success for all public institutions.

Overarching Research Question

The themes from the research questions above helped the researcher provide a contextual framework for determining the answer to the overarching research question: What are the factors, as perceived by faculty and administrators, that contribute to student success as it relates to completion of remedial education coursework at one of the public HBCUs in the University System of Georgia? The participants were rich with descriptive stories and examples about factors that contributed to student success at PCSU; however, they were forthcoming regarding steps that the institution could implement to improve the experiences of remedial education students and faculty members and program administrators who worked to remediate them. They stated some improvements that the institution could do to contribute to the positive experiences of remedial students and the people who worked to remediate them. However, as the researcher examined the improvements that were suggested, it appeared as if the participants were requesting basic necessities for effective teaching and learning. Most of the responses from the participants regarding top-level administration and its contributions to student success were negative in nature because they had been displaced; they lacked the necessary equipment, spaces,

labs, offices, classrooms, and supplies to assist students who attend the institution. Each of the participants shared emotional feelings and experiences during the interviewing process, and they felt heard by the researcher. Several of the participants were excited about the study, and Clara said, “I am so happy you selected our group to interview. I have talked to the administration here about my ideas until I was blue in the face, but it seems like I’m unheard. I believe you have heard what I we are saying and you are passionate about what we have said, but there might not be anything you can do about it.” She continued to say, “At least I know there is one champion for remedial education out there.”

Chapter Four Summary

Chapter Four provided specific oral data that was collected during the interview and online survey process from faculty members and program administrators who worked to remediate students at PCSU. It offered multitudes of themes that developed throughout the interviews and surveys, and these themes communicated the impressions of the faculty member participants and program administrators in the remedial education program. Chapter Four offered answers to the overarching research questions as well as the five sub-questions, including the administrative factors, curricula and instructional models, academic support services and perceived needs or challenges that exist, role of placement tests, and financial issues. Throughout these narratives, the participants expressed several important administrative factors that contributed to student success such as the importance of hiring qualified, dedicated, and responsive teachers; however, all participants cited the significance of meaningful emotional recognition of the program to the university, and monetary commitment to the program including the establishment of computer and tutorial laboratories. In addition, faculty member participants cited the importance of correctly placing students in appropriate courses throughout their

academic careers as a positive administrative factor that led to student success. While examining curricula and instructional models that contributed to student success, faculty member participants stated the importance of utilizing various pedagogical models to meet the needs of millennial remedial education students and to ensure student success. Instructional practices varied from one-on-one focused instructions to group activities depending on the level of the course and students. One identifiable factor most remedial education faculty members believed to be important was that practice and repetition of coursework material was essential to student success. The academic support services that were available for students were limited but essential to their success. According to the participants, having dedicated faculty tutorials and academic advisement by qualified advisors were imperative to the success of remedial education students at PCSU. Unfortunately, the perceived needs or challenges outweighed the positives because the program lacked many critical support systems such as a physical building, steady and sustainable leadership, textbooks, and resources like peer tutors and computer laboratories. Other intangible challenges that plagued the remedial education program at PCSU were stigmas that were placed on students and faculty members in the program by top-level administrators and professors across the campus in various disciplines, and the inability of faculty members in the program to access the tenure process. Due to stigmas attached to teaching in this program, none of the faculty members at the institution had ever received tenure.

The role of placement tests was not a major factor for faculty members or program administrators at PCSU because all guidelines for testing were adopted by the University System of Georgia's Board of Regents, and although PCSU is an open-access institution, the institution is limited to accepting 30 percent of incoming freshmen into the remedial education program. In November 2016, the newly adopted placement examination, ACCUPLACER, will replace the

outgoing COMPASS examination which had been used in Georgia since 1997. Faculty members and program administrators' perceptions of financial issues that impact remedial education varied greatly. All of the participants believed that the remedial education program at PCSU lacked adequate funding due to financial deficiencies from state government and the University System of Georgia; PCSUs reallocates funds to other interests, and blatant mismanagement of funds by the institution. It was the general impression of many participants that state government minimized financial support for remedial education programs due to a push to move remedial students out of the university system into the technical college system. The next chapter will return to these findings and further discuss the significance of these findings for higher education faculty members and administrators at HBCUs. The impressions of those involved in this study led to recommendations regarding future opportunities on factors that contributed to student success in remedial education at one public HBCU in Georgia.

CHAPTER FIVE

SUMMARY, DISCUSSION, AND CONCLUSION

Introduction

The previous chapters described the issues of remedial education, pertinent literature on remedial education at both PWIs and HBCUs, included the research methodology employed to explore the perceptions of faculty and administrators toward the factors related to the success, or lack of, remedial education and offered the research findings delineated from the data obtained through personal interviews. This chapter aims to provide an overall summary of the study, a discussion of the emergent themes, implications for HBCU higher education leadership, recommendations for future research on this topic, the researcher's reflections, and conclusion. The underlying research question for this study was: What are the factors, as perceived by faculty and administrators, that contribute to student success as it relates to completion of remedial education coursework at one of the public HBCUs in the University System of Georgia? To answer the overarching question, the following sub-questions were addressed:

1. What do faculty and administrators within remedial programs at one public HBCU in Georgia perceive to be administrative factors that contribute to student success?
2. What do faculty members within remedial programs at one public HBCU in Georgia perceive to be curricula and instructional models that contribute to student success?
3. What academic support services are available at one public HBCU in Georgia for students enrolled in remedial education programs and what are the perceived needs or challenges that continue to exist?
4. What do faculty and administrators in remedial education programs at one public HBCU in Georgia perceive to be the role of placement test practices and what

changes, if any, do they view as necessary to increase student success in remedial education programs?

5. What do faculty and administrators perceive to be financial issues that impact remedial education at one public HBCU in Georgia?

Summary of the Study

Each year, institutions of post-secondary education experience the challenges of thousands of underprepared high school graduates who enroll in their academic programs. In addition, a significant number of adult students applying to college for the first time, with far below the required SAT or ACT scores for regular admission, are enrolling in college-credit courses. These situations caused a necessary alternative of requiring students to take some remedial education courses before they could advance to college-level studies. Since college completion rates remained stagnant over a period of time, if not falling, particularly among young Americans, the nation's global competitiveness is threatened to lose its edge and contributing to a wider gap in the nation's income distribution. President Obama announced his commitment to ensure that, by 2020, the United States would once again lead the world with the highest proportion of college graduates by supporting the Complete College America Plan. One of the main goals of the Complete College America and Complete College Georgia Plans was a transformation of remedial education programs and since approximately 50% of undergraduates at public institutions and 70% of community college students require remediation, remedial education programs are essential to the state's success, as well as, the success of students. In Georgia, one of the major changes that derived from the Complete College Georgia Plan was that higher education leaders and administrators had to tie some of their funding to student outcomes. Another major change made statewide was that students in remedial education programs could

not receive the HOPE Scholarship which covered all tuition. In addition, the University System of Georgia no longer admitted students who needed remedial assistance in all three areas. By 2012, all of the recommended changes in remedial education had been implemented, but future student outcomes remain tentative.

Remedial education and open admission programs date back to the nineteenth century, but not until the twenty-first century, very little, if any, changes had been made. The limited research in this area focused on remedial education overall, but this study focused on remedial education programs at public Historically Black Colleges and Universities (HBCUs). This study was designed to have an impact on leaders at any institution in the state with high African-American and/or minority enrollment. Ultimately, the purpose of this study was to examine factors that contributed to student success as perceived by faculty and administrators at one-public HBCU in the University System of Georgia (USG).

In order to examine factors that contributed to student success, the researcher conducted a qualitative case study. To this end, one-public HBCU in Georgia had been identified for the study site and required data were gathered through electronic surveys and face-to-face follow-up interviews with four faculty members and three program administrators who worked to remediate students at the study site. For operational definition purposes, faculty members herein are defined as those who teach remedial education students, and program administrators consist of directors, advisors, and coordinators within the remedial education program. All of the four faculty member participants and the three program administrator participants in this study had been employed at the institution for a minimum of seven years and a maximum of forty years. Many of the participants had been responsible for a multitude of duties over the time they served at the institution. Six out of seven participants remained at the same institution under study.

During the data collection process, the views of the program administrators did not differ from those of the faculty participants owing to the commonality of the population they served, remedial students. Although top-level administrators' perceptions may have differed from those of the study participants, the study could not establish such differences because the provost's position was vacant at the time the study was conducted. The researcher reasoned that if top-level administrators had offered more time, money, communication, and attention to those connected with the remedial education program at Pacific Coast State University (PCSU), it could have contributed to greater success in matriculation of remedial students to graduation.

Findings

Most of the literature on faculty members in remedial education programs focused on faculty workload and faculty assessment techniques (National Conferences of State Legislatures, 2011). Boyer, Butner, and Smith (2006) suggested that faculty members who teach remedial education courses must be committed to students and have various pedagogical approaches. In addition, Boyer et al. (2006) indicated that it is imperative that faculty who teach in remedial education programs have pedagogical training that supports good instruction. Kozeracki (2005) agreed with other researchers when he asserted, "Central to developmental students' academic success is the presence of a well-trained, dedicated, and respected faculty" (p. 39). Additionally, trends for future success suggested that technology will continue to have an impact on instructional strategies as well as on the delivery of courses and computerized assessment measures (Boyer et al., 2006).

Those previous findings were consistent with the findings of the present study at PCSU. All of the faculty member participants expressed practices of incorporating technology and software such as My Writing, Reading, and Math Labs into their curriculum. When examining

factors that contribute to student academic success at HBCUs in the University System of Georgia (USG), hiring caring, dedicated, and engaged faculty was the main reason for the academic success of remedial students. By interviewing the whole unit of personnel who worked to remediate students at PCSU, the researcher was able to extract comprehensive and holistic responses to the research questions. In some cases, different participants used the exact wording; therefore, connections were made across participant sub-groups. There were only two groups interviewed: faculty members and program administrators, but the program administrators were consistent in their responses that dedicated and caring faculty members were essential to academic success for remedial education students at the institution.

When examining the program administrators who assisted in the remediation of students, most of the conversations during the interviews and earlier research studies involved fiscal concerns. The new fiscal management paradigm for USG was the Performance-based funding (PBF) model. It was designed to ensure that students graduate within a reasonable timeframe. Kelchen and Stedrak (2015) opined that Performance-based funding was adopted as a politically popular strategy to improve the outcome of course completion and the number of degrees awarded. Although PBF had not been proven effective in increasing the number of degrees that public institutions granted, it had still been adopted by many states. Gasman (2013) stated that PFB favored research institutions over less-selective institutions which demonstrated a disconnection by investing in students who needed the least help instead of those who needed the most. The remedial education faculty members and program administrators interviewed in this study agreed with Gasman's (2013) assertion as they pointed out that more than ever, remedial education students who used to qualify for Pell-Grants and other state and federal grants must apply for student loans. Many African-Americans, who seek college funding, do not qualify for

Parent-Plus Loans due to credit approval through qualifying agencies; because many of the parents of these students possess poor credit ratings, students are denied financial assistance. Kelchen and Stedrak (2015) observed that many higher education administrators attributed the drop in Pell-Grants and Parent-Plus Loans awarded to public institutions as a cause of fewer low-income student enrollments which represented the majority of students enrolled at HBCUs.

Discussion

The findings will now be discussed with individual focus on each research question following a discussion of the results based on the participants' demographics. According to the data collected during the interviewing process and the information offered in chapter two, the faculty members and program administrators who worked to remediate students at PCSU would be considered exceptional educators and administrators. According to Roueche and Roueche (1999a), the best faculty members are those who are dedicated to students and employ a variety of methodologies to ensure academic success. The dedicated instructors at PCSU put students first; not just in theory or as a popular statement, but in their regular practice. Going beyond what is normally expected of these faculty participants, they place the remedial education students above their own financial, scholastic, and physical well being which testifies to their level of commitment. When the top-level administrators made unilateral decisions such as removal of the program from its original building to make or expand space for other programs, these faculty members acted voluntarily by collecting textbooks, acquiring free online software, and locating classrooms and work spaces for the students and themselves to minimize the adversity of top-level administrative decisions on remedial students. Although Avery (2009) stated that the instructional model used in 21st Century classrooms have had few changes since the 1980s, at PCSU, in the classroom, faculty members utilized various pedagogical models and methods to

enhance the learning process of remedial students. They utilized differentiated, one-on-one teaching, blended learning, drill and practice, and group activities among other teaching models to connect with PCSUs remedial education students. In support of faculty members who use a variety of instructional models to education students, Boyer et al., (2006) stated that faculty members who taught remedial education courses must be committed to students and have various pedagogical approaches. The program administrators such as the advisors and coordinators were certified in their respective areas as evident from their credentials and graduate degrees in academic advisory from a collaborating institution; therefore, PCSU supported the professional development of advisors and coordinators. After comparing the literature review with the findings from the electronic surveys, face-to-face interview protocols, and the interview notes, the researcher was able to ascertain that the faculty members and program administrators who worked to remediate students were supportive of remedial education and promoted academic success for students.

Research Question One

The first research question asked faculty and administrators who remediated students to offer administrative factors that contributed to student success. Throughout the collection of the electronic surveys and face-to-face interviews, the researcher's findings were that other than the program administrators who worked to advise, test, or lead remedial students, there were no positive comments made regarding top-level administrative factors that contributed to student success. All of the participants stated during the interviews that there had not been any changes in administrative processes regarding remedial education since their tenure at the institution. For two respondents, no changes implied that within thirty-eight to forty years, no changes had been made regarding the way the program had been managed, facilities were maintained or updated,

and remedial education faculty and students were treated. The researcher learned from Stacy that the top-level administrator responsible for the leadership of the remedial education program was the provost or vice president of academic affairs. During the data collection process, there was an interim provost of academic affairs in the seat, but no new provost had been named. Toldson and Cooper (2014) stated that HBCUs leadership must be stabilized, but when the researcher attempted to contact the interim provost, calls and emails went unanswered. Interestingly enough, when investigating the remedial education program at PCSU, the website had not been updated in several years, and based on data from the website, the researcher was under the impression that there were eight faculty members and twenty-two program administrators / staff members in the remedial education program at PCSU. When the researcher called and spoke with Stacy, the interim program director at PCSU, she was told that the website was outdated. Allison said that there were only four faculty members and Rachel stated that there were fifteen program administrators who worked to advise, test, or lead remedial students. The researcher got the impression from the faculty members and program administrators that outdated websites and inadequate information was typical for PCSU; however, Mfume (2016) stated that one of the most common criticisms of HBCUs is the perpetual use of outdated and / or antiquated systems and process. In a time when the goal of remediation is to advance millennial students technologically as well as academically, introduce more online remedial courses, and overall increase student retention, the method of delivery of courses by faculty members play a significant role in the success of students. Mfume (2016) recommended that at HBCUs, it be acknowledged that new technologies and systems are essential and critical to the infrastructure and growth of institutions because effective technology pays for themselves over time.

Research Question Two

Research question two dealt with the faculty members' perceptions of curricula and instructional models that contributed to student success for remedial education students. Although it was plainly stated by faculty members who worked to remediate students at PCSU that there was a lot of distrust for top-level administrators, rather voluntarily or not, the top-level administrators have allowed Stacy, the interim program director, and faculty members to design curriculum and procedures in which to address the new directives from the USG. According to Gasman (2013), HBCUs boast of some of the most diverse faculties in the nation, offering their students caring teachers with varied backgrounds. These faculty members are essential to the institutional culture and should be active in leadership. By allowing the remedial education faculty members and interim program administrator to design their own model for remedial education delivery, the top-level administrators were allowing them access to problem solving and decision making in leadership. The University System of Georgia (USG) was not explicit in how the new paradigm was to be paired with remedial education courses, so PCSU chose to utilize the same faculty in both areas which could be considered an innovative proposal since the participants said that the majority of regular English faculty members do not want to teach remedial education students. Although this was an ideal way to connect English courses in remedial education to core-curriculum English 1101 courses, the mathematics instructor, Robert, was not afforded the same opportunity. It is important to say that there was only one mathematics instructor working to remediate students at PCSU during the data collection phase. Across the board, the remedial education program at PCSU seemed to be able to adapt to changing conditions in the USG curriculum and instructions landscape. It was somewhat unclear if the faculty members or the interim program director decided to create a curriculum that

benefitted remedial education students, but what was clear was that the students in PCSUs remedial education program were the beneficiaries of a well-designed curriculum with student-focused instructors.

All participants interviewed recognized that faculty members must possess qualities such as dedication, passion, and empathy as major contributions that lead to student success in remedial education. Rice (2014) found that most of the professors attributed their love and passion for teaching at an HBCU because they saw themselves in their students. Five of the seven participants involved in this study attended and graduated from PCSU, and Rachel stated that she was a remedial education student when she exited the military and was admitted to the institution. Many of the participants said that they too saw themselves in the students in the remedial education program, so they were sympathetic to their needs. Rice (2014) further stated that students respond better to professors who they believe truly care about them and who want to see them succeed. Rice's (2014) statement connected to Clara's when she stated that students need someone who cares about them and they automatically know when someone really cares. Jean-Marie (2006) commented that historically, when communities were segregated by race, many African-American women embraced and accepted the social responsibility of ensuring that African-American children had the necessary tools to be successful in a world that would deny them a quality of life. This may explain why most of the faculty member participants and all of the program administrators were females of African-American descent.

Research Question Three

Research question three examined the academic support services that were available at PCSU and some of the needs or challenges that continue to exist. The positive comments from program administrators offered appreciation to faculty members because of their willingness to

tutor their own students along with any student who asked for help. Many of the faculty members commended the advisement team for correctly placing and advising students in the proper courses and stepping in to tutor students when they were asked to do so. Basically, the PCSU remedial education program team attributed the success of academic support services to cooperative teamwork within the program. Rachel said that at one time, she implemented a study hall to assist all students on campus; however, when there was turnover in top-level administration, various academic support programs including the study hall disappeared because incoming administrators did not see the importance of them or they wanted to begin new programs. Gasman (2013) said that nationally, Boards of Regents are beginning to realize that they need progressive, innovative, and truly student-oriented leaders in very challenging times. Like Gasman (2013), many of the participants attributed the top-level administration's lack of concern for the needs of remedial education students as a main problem at PCSU.

Academic support services successes have been credited to the faculty members and program administrators who worked to remediate students at PCSU. However, during the face-to-face interviewing process, the participants expressed the plethora of multiple needs that the faculty members, program administrators, and students still face in the remedial education program. The majority of the participants stated a lack of governing top-level administration, a lack of facilities such as a physical building to house the program, no accepted or adopted computer software, textbooks or electronic books, no computer and/or tutorial laboratories without qualified tutors, and no permanent director in remedial education. Mfume (2016) said that leaders and administrators at HBCUs are as important to the infrastructure of the institution as teachers are to students. At PCSU, there was no permanent provost or vice president of academic affairs in office when this study was conducted; therefore, the interim program

director, faculty, or advisors could not ask anyone in top-level administration about concerns they had regarding the upcoming semester. Since the provost was the top-level administrator who governed the remedial education program at PCSU, and there was no one in the position, their needs went unheard. Allison said that she felt as if they were “just limping along” when she expressed her feelings about being removed from the home building. During the interviewing process, it was unclear as to which top-level administrator ordered the removal of the remedial education program from the building, but all of the participants who commented on it stated that the building and facilities director told the interim program director, Stacy, that the building was to be used for another program after the renovations were completed. At the conclusion of the data collection for this study, it was still unclear as to where the remedial education students, faculty members, and program administrators would be housed.

The lack of accepted or adopted computer software licenses, textbooks, or electronic textbooks was a constant theme stated by the faculty members who worked to remediate students at PCSU. This concern was realized after the remedial education program was connected with the regular English program. During the interviewing process, Allison said that they made copies, gave handouts, and used online teaching tools to assist remedial education students because the students would not be able to purchase additional books for the program. For the English 1101 co-requisite, PCSU students had to purchase three books, so many students could not afford to purchase another textbook for a course that did not count toward graduation. However, clever the remedial education faculty members attempted to be, students were not receiving a quality remedial education because the program lacked the necessary tools to be able to study and learn outside of classes.

All of the faculty members who participated in this study commented on the removal of the computer and tutorial laboratories from the program and the program had no tutors, especially for mathematics. This was a problem for the faculty members who were expected to teach and elevate remedial students to the Mathematics 1111 and English 1102 levels. When students enter colleges with deficiencies in computer applications and usage, it causes problems especially since many of the remedial education programs are being shifted to online or heavy computer program usage. Boyer et al. (2006) concluded that trends for the future suggest that technology will have an impact on the instructional strategies as well as the delivery of remedial education courses. Many students who attend PCSU do not have computers in their homes, nor do they know how to operate computers based on PCSU faculty members and advisors who register students for courses. Clara stated that many students in remedial education at PCSU did not own laptops, software, or even the internet which is necessary for them to ensure success. Rachel stated that many of the incoming students requested to be enrolled in computer applications classes because they knew they had deficiencies in the use of computers. They are proficient in using cell phones, but are at risk of failing many classes because they cannot access software and programs. To layer the problems remedial education students face regarding computer deficiencies, the computer lab had been removed from the remedial education program and placed under the English department. The lack of these bare essentials goes back to poor college preparation, ineffectual remedial computer access, and financial aid concerns to procure individual computers.

At PCSU, the computer and tutorial laboratories were removed from the remedial education program and placed under the English department. Ezell and Schexnider (2010) pointed out that in order for HBCUs to remain competitive, they must acknowledge that these

new technologies and systems are essential and critical to the infrastructure and growth of institutions because effective technology pays for themselves over time (Mfume, 2016).

Allison's concern stemmed from the idea that the program faculty members or its students could not use the computer laboratory that was initially implemented for the remedial education program. Robert taught remedial mathematics courses at PCSU and his resentment came when there were no mathematics tutors or software in the only computer laboratory in the building.

The final challenge that exists regarding academic support services is the lack of stable leadership in the remedial education program. Several of the faculty members said that they felt as though the lack of a qualified program director who understood the importance of stability for remedial education students and a leader who was willing to stand up to top-level administrators were major deficiencies in the program. Clara and Allison stated that they keep the program going and made the majority of the decisions because Stacy was unable to address the needs of the program adequately. They did not attend the institutional meetings with her, but they suggested appropriate ways in which to address problems or concerns. During the interview process, faculty member participants referred to the lack of leadership within the program as a trend that leads to misunderstandings, disconnections, and displacement. Allison stated that one disconnection is Stacy's inability to take appropriate action when the faculty members need her to. Allison said this story as an example of a dire need for permanent leadership:

I have made contact with the writing lab director, sort of under the radar, to assist our students this upcoming fall. That's the job of the director because we need a voice on campus, but we don't have one.

Research Question Four

Research question four examined the perceptions of faculty members and program administrators regarding placement tests practices and necessary changes to increase student

success in remedial education. Abdul-Alim (2012) said that some systems are moving away from the widespread practice of using the test scores as the only basis for assigning students to remedial classes and toward using multiple measures such as high school grades. As cited in Abdul-Alim (2012), Dr. Ling-Chi Wang said, “I thought it was high time somebody raised this issue and questioned the validity and the quality, effectiveness, and the abuse of remedial tests to sometimes prevent people from moving forward academically or getting admitted to college” (p 2). In addition, she stated that college placement tests tended to hurt immigrants, low-income, and minority students the most by keeping them out of college or landing them in burdensome non-credit bearing remedial education courses (Abdul-Alim, 2012). Since Complete College Georgia (2012) implemented new guidelines regarding the exclusive use of placement examinations, PCSU must follow the same rules as the other colleges and universities within the USG. During the interviewing process, the testing and placement coordinator Jessica, stated,

Because we are under the University System of Georgia (USG), PCSU has to administer whatever test USG decides to go with. This year will be the first year we will be using ACCUPLACER because it is the end of the COMPASS examination. ACCUPLACER is the new adopted tests. This test will be phased in the system by November, so that it is up and usable by Spring 2017.

Complete College America (2012) recommended that instead of depending on the outcomes of one placement examination, that institutions use multiple measures to provide guidance in the placement of students in co-requisite courses and program of study. In addition, CCA cited incorporating high school grade point averages into placement decisions as an efficient way to assess student capacity to pursue college-level work and to limit the number of students entering remedial education courses. During the interview, Stacy and Clara made the same statement which was at what point in students’ secondary experiences do they become

deficient and although there are many factors that can cause student success to decline they stated:

I don't know at what point students are missing the information and becoming deficient, but students just snowball and they come to college with major deficiencies, especially in math.

Bidwell (2014) offered a possible explanation for the drop in student success during the primary and secondary school stages. He stated that some of the problem stemmed from the fact that many states cannot accurately pinpoint exactly how many students need remediation because few states report information back to elementary, middle, and high schools.

Based on the Complete College Georgia Plan (2011), antiquated remedial education programs have been blamed as the leading collapse of higher education. However, in order to ensure success for remedial education students, PCSU chose to utilize the faculty members in remedial English courses as the instructors for English 1101 co-requisite courses. In support of this decision, Stacy thought that by pairing remedial education faculty members to their specific disciplines that students would not feel isolated and the plan would ensure academic success for students in both programs: English 99 and English 1101. At PCSU, the mathematics dilemma continued because there was only one faculty member, at the time of this study, who taught remedial education mathematics. In addition, Robert taught Mathematics 1001, but Stacy had to secure mathematics instructors from the mathematics department to teach other co-requisite courses that students needed. Based on Stacy's responses to the interview questions, PCSU had worked out a systematic way to assist students with mathematics deficiencies as well as English. They assigned students to specific levels of mathematics based on their majors instead of assigning all students to the same mathematics requirements. Although Robert was not able to move from one mathematics course with his students, as the English faculty members, he helped

them to exit the remedial education requirement. If another mathematics instructor was hired, he might be able to teach some of the other mathematics courses and further assist remedial education students. Due to innovative planning and implementation, PCSU has addressed the integration of the remedial education and co-requisite design. The remedial education students, faculty members, and program administrators seemed to benefit from the tailored redesign of the antiquated remedial education model and multi-faceted placement examination design.

Research Question Five

Research question five addressed the perceptions of faculty members and program administrators regarding financial issues that impacted the remedial education program. During the interviewing process, all of the participants expressed finances as a major downfall of the remedial education program at PCSU. However, the question regarding the financial impact to remedial education was answered differently by many of the participants. Seventy percent of the participants cited that the top-level administrators did not see remedial education as a benefit to the institution. In relations to the remedial education program, other participants suggested mismanagement of funds, and lack of proper oversight and accountability on behalf of top-level administrators as root causes of financial crisis at the institution. Additionally, some participants commented that governmental officials did not extend adequate financial support to remedial education programs at four-year colleges and open-access institutions, and that they are not empathetic to financial hardships of the students who attend HBCUs such as PCSU. One participant stated the obviously disrespectful ways that alumnus were treated when they offered donations in small but consistent quantities versus large one-time contributions.

All of the faculty member participants and one of the program administrators commented that the current remedial education program was not viewed by top-level administrators as a

viable beneficial program anymore since the USG admission changes which put a limit on the number of remedial students admitted and that it was just used to keep enrollment numbers up. During the interviewing process, faculty members continuously stated that the top-level administrators were channeling their remedial education program monies somewhere else. Allison and Clara were very vocal when they stated that the top-level administrators found monies in the budget to do everything they deemed worthy, but they did not adequately fund the remedial education program. Many of the program administrators stated that top-level administrators saw the program as a waste of money and that the blame was placed on the students in the program for the downfall of the program. Although Complete College Georgia (2013) recommended that colleges and universities be rewarded for maintaining a commitment to student enrollment, the policy also stated that colleges and universities must ensure that the mutually important objectives of access, progress, and success are equally valued.

Most of the participants heard rumors of mismanagement of funds at the top administrative level and attributed it to the financial adversities of the remedial education program at PCSU. The participants viewed the institutional budget allocations differently from the top-level administrators as evident from the qualitative responses. Clara said that top-level administrators at PCSU found money to build elaborate buildings, to create sporting arenas, and to make a name for themselves. Although the USG funds institutions based on a specific formula, the resources available to the remedial programs continues to dwindle. Complete College Georgia (2011) stated that institutions who receive state funding must build into their base budgets factors such as credit accumulation and degree completion. The USG and Board of Regents do not dictate to public institutions how they must spend money not listed under specific budget lines, so if there was mismanagement of funds at PCSU, it stemmed from the top-level

administrators at the institution. Variance in priorities between the study participants, faculty members as well as program administrators, and the top-level institutional administrators has the potential to erode mutual trust; thereby, constituting low-morale, low job satisfaction, and higher stress for the remedial education faculty members and program administrators. These adversities, in turn, could have both direct and indirect effect on the success of the remedial education students. Direct effects could be inadequate focus and concentration on remedial students and indirect effects could be the physical and mental health of the remedial program faculty members and program administrators as well as low productivity. Therefore, it is essential to address these priorities candidly in a fair and equitable manner.

Issues of financial concerns go beyond the institution. In Georgia, as in other states, fiscal concerns play a significant role in remedial education. Governor Nathan Deal said, “Only the brightest of college students, those with at least a 3.7 high school GPA, will receive the HOPE Scholarship which covers all tuition” (Diamond, 2010, p. 1). Several of the participants responded that due to governmental restrictions and credit approval on behalf of students and parents, many of the remedial students who attended PCSU no longer qualify for the new HOPE Scholarships or Parent- Plus loans. During the interviewing process, Brianna, the junior faculty member, stated that the governor was not interested in funding open-access campuses for remedial education. She thought that he wanted to push remedial education students into technical colleges where they qualify for the HOPE Grant. If this was the intention of the governor, this strategy could cause major problems for HBCUs in Georgia. Under the Complete College Georgia Plan (2012), USG has reduced the financial budget for remedial education programs. Participants’ statements clearly show how reductions in funding can have a significant impact on these institutions. Scarcity of funds continues to have a serious impact on remedial

education programs statewide, but it has been especially taxing on HBCUs. PCSU narrowly missed a severe reduction in funding when the BOR wanted to eliminate the remedial education program at PCSU, but other extenuating circumstances saved the program. Rachel felt that the policies that came down from the Board of Regents forced a restructuring of remedial education to the point that it was not seen as a real program anymore. She thought the reformulation was a way to eliminate remedial education from PCSU, but because there was no community college in the area, PCSU was able to accept students and build them up. In addition, she added that remedial education programs were a part of HBCUs legacy.

Tinto (1993) stated, “Significant economic shifts, changes in student loan programs, unexpected changes in family and/or individual finances, and termination of part-time employment may act to significantly reduce the available resources students have at their disposal for college attendance” (p 67). Rivard (2014) noted that before 2011, Pell Grants covered up to 18 semesters of college. This policy was significant for HBCU students who took longer on average to finish and, in turn; HBCUs lost tuition revenues because the students could not afford to keep attending. Rivard’s assertion matched that of Rachel’s when she offered a snapshot of the whole student body who attended PCSU:

From an economic standpoint, we must realize that we still have to incorporate financially a longer learning curb for our students. Some of our students are wards of the state, left to be raised by family members, homeless, mentally disabled due to chemical imbalances, and unemployed with children to care for. Some are on the streets trying to make it day by day. They couldn’t come back because of finances.

HBCUs like PCSU have student bodies who suffer economically, mentally, and physically. HBCUs struggle financially because they must, at times, help students like those listed above who may not have parents, insurance coverage, or any support mechanism to help them navigate the financial aid waters. When students are struggling financially, applying

themselves in college might not be a major priority for them. Rafi and Karagiannis (2014) stated that many students do not perform well in school because they are unsuccessful in their attempts to balance the requirements of working hours, usually 40 hours per week, while attending school on a full-time basis. These students frequently work full-time jobs to supplement their financial aid although most experts in the area recommend that full-time students work no more than 20 hours per week.

Rachel examined the financial impact on institutions like PCSU when they attempt to compare themselves to larger PWIs. She stated that schools like PCSU needed to focus on challenges at their institution instead of overlooking their student population and looking at recruiting the kinds of students who attend UGA, Georgia Southern University, or Georgia Tech. She declared that PCSU has a different mission and it would be beneficial if top-level administrators would keep their eyes on the mission of HBCUs instead of looking beyond their realities. She said, “HBCUs produce. It takes what society says no to and gives it a yes.” In agreement, Post-Secondary National Policy Institute (2015) stated, “As a result of other four-year public colleges outright prohibiting low success or passage rates in remedial education programs, HBCUs and other minority serving institutions are left to educate and support students who are academically under-prepared in other ways and / or with very limited financial resources. Although public HBCUs like PCSU must consider a diverse population of students, with various financial needs, the federal and state governments are very clear about financial aid qualifications offered to public institutions in Georgia. Complete College Georgia Plan (2011) reported that the general consensus of Georgia’s state government is the more time it takes to graduate, the less likely students are to complete a certificate or degree, and the state is less likely to financially recover from student loan payouts.

The final financial issue mentioned by one participant was that of alumni and endowment contributions. Mullins (2013) reported that the recession has taken a particularly heavy toll on HBCUs, which tend to have smaller endowments and receive less in both government support and private donations than other academic institutions. JBHE (2009) and Mfume (2016) stated that HBCUs have very small and inadequate endowments, and they lack the resources necessary to generate funds for student financial aid. However, one factor why HBCUs or PCSU in particular may receive few donations might be due to a lack of respect for smaller but consistent contributions. After talking to an alumnus at PCSU's homecoming Rachel stated:

I have talked to an alumnus who might have graduated in the 1960's and each year, he or she gives PCSU \$500.00. They don't consider that alumnus important because he gives that \$500.00 each year. But the alumni who gives a one-time offering of \$10,000 that one year, gets the red carpet rolled out for him. They won't give the alumnus who gives \$500.00 a year the time of day, and the administration sits back and wonders why people don't give back when they treat them a certain way. In actuality, the \$500.00 donor has already surpassed the \$10,000 one-time donor's contribution by over \$25,000. I think it is a mentality thing because we need to look at the small things and see how the small things grow.

Overarching Research Question

Considering all of the data collected, the researcher was able to determine the perceptions of faculty members and program administrators regarding factors that contributed to student success in remedial education coursework. In many respects, the faculty members and program administrators have followed recent guidelines in place by the University System of Georgia (USG), and in order to follow the new guidelines put in place by USG, the faculty members and interim program director created and designed policies, without the assistance of an institutional governing administrator, that continued or improved remedial education student success. It was evident that the institution, PCSU, must make compulsory changes to enhance the motivation and dedication of remedial education students, faculty members, and program administrators.

Based on the data collected from the faculty members and program administrators who worked to remediate students at PCSU, both the remedial education faculty members and the program administrators who advise, tutor, test, and place incoming students in courses were essential to the success of exiting remedial education students. All of them attributed student success in remedial education to the dedicated faculty members who worked diligently to matriculate students through the program and to graduation. It was obvious to the researcher that all of the personnel who worked to assist remedial education students loved their work and respected their students.

Participants' Demographics

Most of the faculty member participants and program administrators were similar in terms of race, and gender at PCSU. Likewise, Jean-Marie (2006) stated that historically, when communities were segregated by race, many African-American women embraced and accepted the social responsibility of ensuring that African-American children had the necessary tools to be successful in a world that would deny them a quality of life. The study participants were pre-selected based on the type of institution where they worked (HBCU) and the specific program, in which they taught, advised, tested, or led. In addition, most of the participants had long tenures at the institution studied while only one participant had less than ten years vested at the institution. This long tenure could be in part to their abilities to shift from faculty members to program administrators within the remedial education program. Gasman (2013) stated that HBCUs boast of some of the most diverse faculties in the nation, offering their students caring teachers with varied backgrounds. These faculty members are essential to the institutional culture and should be active in leadership. Overall, due to the close working relationship most of the participants

shared, they experienced common viewpoints, and while their experiences with the remedial education program varied slightly, their commonalities reflected in their response patterns.

Rank. During the interviewing process, many of the faculty members and program administrators shared similar perceptions and experiences regarding factors that contributed to student success in remedial education programs. However, distinctions became more prominent as the senior faculty members and more experienced program administrators were interviewed. The longer faculty members had been employed at the institution in any capacity they were given the premium courses such as the combination of English 99 and English 1101 co-requisites. The most recently hired English faculty member was given the foundation courses that encompassed reading and English instructions and that course required more patience and diligence in reaching incoming underprepared remedial education students. Although all four faculty members spoke communally of each instructor's dedication and attentiveness to teaching remedial education students, one participant mentioned serious concerns about the teaching performance of the junior instructor. She said:

She is fairly new to the system. I don't know what her background is. I think she is learning as much as the students in my opinion. I'm not being judgmental or anything, but she has a long way to go. As of right now, I see as soon as an opportunity presents itself, she is going to move on to something else. When her students come to our classes, they are very weak. So, I think she just needs a job.

There was only one mathematics faculty member who had been employed at the institution with the rank of instructor although he had been employed there for over twenty-one years. Comments made about the mathematics instructor were extremely favorable. One participant commented:

The fourth person who works with us teaches math and he's been here for many years, and he's passionate about the success of the remedial education students. He is international, but he is very good. The students are always praising him about the fine job that he does. He is vigilant about student success.

Faculty members who remediate students are denied tenure, so the rank accepted at employment is the rank that remains throughout their tenure of employment at the institution. However, program administrators were not involved in the tenure process, so their incremental raises do not depend on rank; their merit increase was at the generosity of supervisors or top-level governing administrators. Many of the participants had only worked at the institution in this study, and they worked in various positions during their tenure. The interim program director began working in remedial education when the program was called special studies as a student worker. During her forty year tenure at the institution, she was a secretary, taught reading courses, advised incoming students, coordinated the freshmen experience courses, worked with veterans, TRIO Program, reading lab assistant, coordinator of academic advisement, eCore advisor, and the advisor of Move On/ Get Ready Program prior to stepping into the role of interim program director for remedial education. Other senior faculty members mentioned beginning their employment at the institution in the writing lab before entering the classroom as instructors. One senior English instructor began working at PCSU in the writing lab as well. Upon entry into the interviewing room, she told an interesting story about an administrator who had lied to her creating distrust for some administrators in leadership. She stated:

There was this prestigious event I wanted to attend, and this woman told me that she had talked to the VPAA and she said I couldn't go. Later, I found out that she had never talked to the VPAA and the VPAA said, "I wish you had come to me." The same VPAA let me know that she would have told me that I could go because it would have been an honor for the school. It was discouraging to go through that and not be able to have the opportunity and then not allow me to go on my own expense. The director said, "I forbid it." So that's kind of you know... anyway, let's go ahead.

Many of the participants interviewed cited slights that happened to them personally or collectively as a part of the remedial education program. There were moments of anger that resonated from a few participants that let the researcher know that they were genuine and honest

responses to perceived wrongs that affected the faculty members and program administrators who worked to remediate students at PCSU.

Gender. The gender of participants did not have a major influence on the perceptions regarding factors that contributed to success in the remedial education program at PCSU. There was no significant difference between the impressions of females and the one male participant. All of the faculty members who were females were concerned about the physical building location of the remedial education program. Out of the three program administrators interviewed, only one seemed to experience stress regarding the lack of a physical building. All of the faculty members and program administrators said the absence of computer and tutorial laboratories as a hindrance to the learning and teaching process in the remedial education program. Since there was only one mathematics instructor interviewed, his statement regarding the admissions misdiagnosis of incoming students due to the new formula created by USG, was perceptive and gave the researcher reason to ponder if his observations could be valid. He said:

I don't know if it's the formula or someone factoring it incorrectly. I don't think they are properly trained at all because I recall my supervisor saying they asked her how to do the formula and I know she doesn't know.

The researcher noticed an outlier when two participants stated the new guidelines and formulation for deciding whether students were correctly placed in remedial education programs or not. Misdiagnoses or using incorrect formulated data to place mathematics students could be detrimental to their future mathematical path and damaging to the retention and graduation rate at PCSU. Apparently, it will take several years before the top-level administrators would be able to single out miscalculations as the culprit, but in the meanwhile, students will struggle to get through courses they were not yet prepared to take. .

Years at Institution/ Higher Education. The amount of years participants served in higher education and at the institution studied did appear to have a significant impact on their perceptions regarding factors that contributed to student success in the remedial education program. All of the participants who had tenure of ten years or more had no problems answering the questions posed in this study; however, the one participant who had been employed at the college level for the past seven years was unclear and confused about the questions posed in the electronic survey and the face-to-face interviews. Her responses seemed to come from the perspective of a student instead of one who works to remediate students at PCSU. Some of her responses seemed disconnected from the questions asked. When asked about the most essential component of the administration that aids in the success of students in the learning support / remedial education program, she responded:

I believe the organization and the program must be effective in order to help the students. More importantly, allowing the instructors to interact and participate in the selection of the curriculum.

When the final interview was sent to the participant, she approved her responses for all questions. The researcher recognized that of all seven participants interviewed, she was the only participant who lacked a level of enthusiasm like the others and many of her responses did come across as self-promoting and self-serving. For instance, when asked what are some of the lasting unaddressed challenges that you would like to deal with, if opportunity presents, to enhance the effectiveness of the remedial education program at your institution? She responded:

Upon completion of my doctorate, I would like to get into the Board of Regents, at that level, so I can work with the programming and ensure that the program operates like it should and that all students are being serviced appropriately. So I think that would be my biggest impact.

At the time of this interview with this participant, it was unclear to the researcher if the participant understood how the USG worked in relations to curriculum and programming. The

researcher reported the responses given to her without attempting to inform or shift the thinking of the participant.

Although many of the faculty member participants had been employed at PCSU in excess of twenty years, none of the faculty members who worked to remediate students at PCSU had ever been offered tenure. The senior faculty member was employed and taught students in remedial education for over thirty years, yet she was never given the opportunity to apply for tenure because PCSU does not award tenure to faculty members in remedial education. The supervising administrator of the remedial education program at PCSU was the interim provost. She did not respond to messages left verbally with her administrative assistant, on voice mail, or through emails to be interviewed nor did she complete the electronic survey, so the faculty members involved in the program informed the researcher that no faculty member in the history of PCSU's remedial education program had ever received tenure.

Implications

Given the dearth of research conducted in the area of perceptions of faculty members and program administrators who worked directly with remedial students at HBCUs in the state of Georgia, this study provided a number of suggestions that can assist top-level administrators and governing bodies at HBCUs to achieve a higher success of remedial education programs. In addition, it provided implications to those responsible for the resources and academic support services that should be provided to remedial education programs for faculty members and program administrators so they would be able to effectively conduct their charge. This study was focused primarily on one public HBCU in Georgia, and there were apparent implications for PCSU that resulted from the findings.

Implications for the Institution Studied

This study provided a substandard evaluation for the institution studied based on the perceptions of faculty members and program administrators who worked to remediate students. While preparing to visit the institution, the researcher contacted all administrators and faculty members to invite them to participate in the study, but the researcher received no responses from top-level administrators regarding the study. Several attempts were made from calling and leaving verbal messages on voice mail, leaving verbal messages with administrative assistants, and sending emails. The administrative assistants attached to the top-level administrators were quite helpful but they could not make the top-level administrators commit to the study, so unfortunately, the assistants collected numerous messages. After two weeks, the researcher realized that the top-level administrators were either absent or uninterested in participating in this study. First, it signified that the top-level administrators and other faculty members on the campus possessed a low impression of the faculty members and program administrators who worked to teach, advise, and lead remedial education students. There were several comments made by faculty members that led the researcher to believe that top-level administrators and other faculty members who taught in various disciplines across the campus did not know how the faculty members in remedial education took underprepared students and helped them to become academically prepared for college.

The faculty member participants and program administrators who worked to remediate students were quick to offer possible suggestion to the dilemmas they faced. Through conversations and the interviewing process at PCSU, the researcher heard statements about critical needs that must be addressed to ensure ease in teaching, administration, and learning. The impression the researcher sensed was that everyone felt discombobulated and out of sorts

because they did not have the bare necessities needed to welcome a potentially confused and perhaps uninspired group of students in upcoming weeks. The apprehensions faculty member participants and program administrators felt dealt with infrastructure, curriculum equipment and materials, sustainable program leadership, and tenure status.

Infrastructure. The infrastructure of the remedial education program was the first area for potential improvement that faculty members and program administrators who worked to remediate PCSU students cited as a major concern. Faculty members felt that students, as well as faculty members, must know where they were going to meet for instructions. One of the participants stated, “The millennium kids are more sensitive,” so if students arrived in the fall and the remedial program had no building, classrooms, computers or textbooks, they were likely to leave the institution. The faculty members and program administrators who remediate students believed that it was unfair of the current administration to remove them from their home building since inception without any explanation as where they would be for the upcoming semester. To demonstrate corroboration and support for the remedial education faculty members and program administrators, leaders at PCSU could reassign the program back to its original building or they could find suitable and updated accommodations with computer laboratories, online software, and other equipment with updated classrooms.

Curriculum equipment and materials. Curriculum equipment and materials were the second area for potential improvement that faculty members and program administrators who worked to remediate PCSU students mentioned as problematic. Upon location of a physical building site for the remedial education program, the leaders at PCSU could allocate space for computer and tutorial laboratories specifically for remedial education students in their home building. Due to the reformulation of the remedial education program, many students are not

entering the institution through remedial education in vast numbers anymore; therefore, the small number of students who still need remediation can be given the basic essentials, and the faculty members who serve them can be assured the full financial support of PCSU top-level administration. Leaders at PCSU can pledge that remedial education faculty members will receive assistance with bookmakers to provide customized affordable textbooks and software for computers.

Sustainable leadership. Strong and sustainable leadership was stated as the third area for potential improvement that faculty members and program administrators who worked to remediate PCSU students stated as a hindrance to remedial education student success. At the time of the interviews, the remedial education program had an interim program director who was a seasoned staff /administrator. She offered over forty years of experience at the institution in a multitude of positions; however, leadership of the remedial education program with its multiplicity of issues may have proven problematic for her. Faculty member participants were extremely vocal regarding her lack of direction, initiative, and urgency regarding things that concerned the faculty. The interim director was a calm and caring person who seemed to put advisement first because during the interview, she said, “Advisement, that’s my baby.” One participant summed it up plainly when she said, “Right now as an interim, I don’t think she wants to make decisions about big purchases and such, so we just limp along. We get no books, online or otherwise. We get no computer lab or tutorial. We get nothing.” Leaders or top-level administrators at PCSU can appease the faculty members by opening up the position of director to one of the faculty members who currently teach in the program. By allowing one of its own to manage the program, the act could teach faculty members the complexities of the position and it would allow the faculty members to believe that there was something that they had some control

over. Selecting a faculty member as the program director would allow the faculty members involved in the program a voice in administration; thereby, eliminating feelings of invisibility.

Tenure status. Changing antiquated policies regarding the non-tenure status of remedial education faculty members was the final area for potential improvement that faculty members who worked to remediate students at PCSU said caused them distress. The remedial education faculty members at PCSU believed that tenure should be an option for remedial education faculty members as it was available to other faculty members across the campus. Leaders who allowed tenure for all faculty members were able to recruit and retain more goal-oriented, career-minded, and student-focused faculty members to the institution. Rice (2014) said that most of the professors attributed their love and passion for teaching at an HBCU because they saw themselves in their students. It was clear to the researcher that the people who worked to remediate students at PCSU were truly dedicated and committed faculty members; therefore, PCSU could consider grandfathering some of the faculty members in as tenured. The love and concern the remedial education faculty members have for the students they serve do not get them the respectability and prestige that other faculty members enjoy on the campus, so to rectify the problem leaders or top-level administrators at PCSU could examine the faculty members currently employed at the institution and offer them automatic tenure for service and time. By including remedial education faculty members in the tenure process, the morale of all faculty members and the institution as a whole would be better served.

Implications for Faculty and Administrators in Remedial Education Programs at HBCUs

The provost is the governing administrator in charge of the remedial education program at the institution studied. However, regardless of the infrastructure, in order for any program to be effective, specifically a remedial education program, it needs the support of the institution's

top leadership. The financial and demonstrative support is displayed in the effectiveness and morale of the students who exit the remedial education program as well as the faculty members and program administrators who work to remediate students. Institutional leaders must speak candidly and admirably about the remedial education programs since, in most cases, remedial education programs are beneficial to all institutions because they feed students into majors and academic departments campus wide.

Since the faculty members and program administrators who work to remediate and ensure the success of their students on the campus are obviously dedicated and caring individuals, faculty members can prepare and present video/audio presentations of instructional models used in the classroom, and as a pilot project, they can work in partnership with one local school district to introduce a “Just-in-Time Dual Enrollment Program.” In this program, instead of expecting students to be academically ready to enter college, they work collaboratively with the school district to identify students interested in taking college level courses, but may require some help academically. Faculty members can interview current remedial students and ask probing questions regarding their experiences in the remedial education program and host an awards night at the end of each semester. The award’s night is to be recorded and leaders at the institution are to be invited so that they can witness the impact remedial education has on the overall academic experience at PCSU. The directors of academic advising and testing, in collaboration with external affairs – Title III, can write grants for high school graduating seniors who live nearby to support summer-bridge programs and present it to top-level administrators at the institution. Leaders would be excited because as long as the student qualifies to attend college, financial aid pays for high school graduates to attend colleges in the summer, so the institution will collect revenue from the summer-bridge program initiative. With the approval of

leaders at PCSU and local school districts, the director of advisement and testing can visit local schools and converse with graduating seniors about test-taking practices and career selection.

Top-level administrators can show their support for the remedial education program by using technology grants received by the institution to furnish a new computer laboratory specifically for the remedial education program, they can spotlight the remedial education program team on the institution's website and at institutional functions, offer faculty members in remedial education the opportunity to apply for tenure and promotions, include recommended students from the remedial education program during honors convocations, create a safe place for the program so that the people who remediate students and the students themselves will never be concerned about where the classes will be held, and they can develop honest dialogue with those who work to remediate students. In addition, HBCU leaders, using funds from the remedial education budget, can sponsor mini-GADE Conference at their institution specifically for HBCUs or remedial education programs with high African-American student population, and create workshops to assist high school students who may enter colleges through the remedial education programs with higher education issues such as the application and financial aid processes. They can promote attendance at training programs and conferences to educate admissions personnel, remedial education directors, advisors, and faculty members in how to approach recent BOR changes regarding the reformulation of college admittance.

Recommendations for Future Research

This research study was important for understanding the perceptions of faculty and administrators who worked to remediate students at one HBCU in Georgia. The results from this study were not an overview of all public HBCUs because different variables in this study made that impossible. Also, the goal of qualitative studies is not to generalize, but it is to describe the

issue under investigation as a complex and holistic picture of the social or human problem; a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world around them (Creswell, 1998). There had been virtually no research conducted on public HBCUs in Georgia to the knowledge of this researcher. Since this area was essentially unexplored, the researcher was uncertain initially about where the study might lead. However, the finding of this study suggested the need for further study was required to address the many challenges that remedial education programs face at public HBCUs in the state.

Leaders and administrators of public HBCUs can commission through the institutional effectiveness and registrar's office, the progression of remedial education students once they exit the remedial education program. They can investigate students to see if they are still enrolled, have graduated, or needed to return to complete credentials. They can also interview the remedial education faculty members and find new innovative ways in which to reach the new millennial students, so that matriculation occurs after students exit the remedial education program. They can allow testing personnel to conduct pilot studies for summer-bridge programs that only allow recent high school graduates in to complete their remedial education requirements during summer months. They can allow the academic advisement program to advise all students on campus to ensure accurate course placement and graduation dates. In addition, when recommending remedial education students to remedial courses, leaders can allow the remedial education advisors, directors, and faculty members to learn the new calculations and formula for placement. This would help with miscalculations and errors in course schedules.

Reflections

Throughout the research process of this study, the researcher was impressed by the faculty members and program administrators who worked to remediate students at the institution

studied. The faculty members were strong in their knowledge of subject matter, experiences with student affairs, and principles regarding right or wrong. They appeared to know the needs of remedial education students and abilities well, and they candidly responded to any question pertaining to the program they were affiliated with and the students they served. They epitomized the ideal of the dedicated and passionate instructors many remedial education students need to be successful at the beginning of an uphill battle. During the interviews and reviewing the survey instrument responses, the strengths and the weaknesses of the institution and the remedial education program studied emerged. However, regardless of vacant top-level administration positions, the dedicated faculty members, the consistent program administrators, and the tireless effort put forth by both groups is the reason the remedial education program, with all of its internal problems, was so successful. Due to the BOR recent changes to remedial education programs statewide, such as the elimination of exit examinations, and the combination of remedial education one-hour and core curriculum courses, there was no quantifiable way to measure success, but the faculty members and program administrators at PCSU have designed a way in which to ensure success for students who complete their remedial education and core requisite courses. Not only had they prepared these students for their next academic adventure, they prepared them for a lifetime of collegiate learning, or at least they attempted to. Their abilities to project into the future and see a problem, plan to minimize the effects of the problem, and see the problem as meaningless once it made contact was a beautiful gift that the researcher believed must exist at every HBCU to ensure certain success of the program, students, faculty members, and administrators. Rachel eloquently described success at the institution in these terms:

I don't think they have a measurement scale to be honest with you. To me, it needs to be measured by the stories. They measure it by grades. It's one thing to have a student stop

off in learning support, but to see that student blossom, and to hear the story behind how they got to where they are when they graduate. It's like the ugly duckling story. And there are so many ugly duckling stories, but those are the stories we never hear about.

During the researcher's visit at PCSU, she was able to witness the overcrowding of over twenty faculty members and program administrators in the computer laboratory requested by Allison. Even though, the remedial education program did not offer courses during the summer semester, all of the faculty members came to the campus to participate in the study. One faculty member is twelve months, so she was already at the campus at the time of the interviews. The testing coordinators were very busy because they had to leave the building and go to the testing building to administer the COMPASS examination to incoming students. They had several testing times scheduled but had to reschedule two of them because the computer laboratory used for testing purposes was without electricity, so the students could not effectively test at their assigned times. It was noisy in the room because people were using the computers and telephones, hosting personal conversations, and attempting to rearrange days of scheduling. Throughout all of the chaos, the directors of the remedial education program, advisement, and testing found time to conduct an interview with me.

During the interviews, many of the faculty member participants used the phrase, "those students" in their responses. It was an interesting observation made after the transcriptions were completed and the coding process ensued. For the most part, the researcher did not believe that the faculty members, who were the group that used the expression exclusively, were attempting to distance themselves from the remedial education student population, but the term was usually used to describe the context in which other faculty members and top-level administrators seemed to feel about the particular student sub-group.

Gasman (2013) stated that in the 21st Century HBCUs, students are afforded a nurturing, family-oriented, cultural and academic setting that fosters feelings of empowerment through classes that ensure students' success in an increasingly global world. In support of the above statement, all faculty member participants said that although students exit the remedial education program, they always come back to visit and share their experiences with the remedial education faculty members. These students talk and converse about their struggles in the remedial education program and they form bonds with the remedial education faculty members who helped them move beyond the remedial program into academic success. Although the researcher cannot say it as well as Clara when she stated:

My words have nothing to do with me. When a student comes back to me ten years later and says, "Clara I am a CEO of my own company, and I started out in your remedial class." That's the biggest payment I could ever receive. When I retire, be it ten years from now or ten days from now, I'm going to live comfortably because it doesn't take much to satisfy me. But I'm going to say that I got paid so much for every student who left me because I know I gave them the best that I had. That's the biggest payoff.

The overall love and appreciation for the students was clear throughout each interview. Each statement about the student population in the remedial education program at PCSU was filled with compassion and stemmed from a genuine position of goodwill. PCSU and the remedial education students are fortunate to have such dedicated faculty members and program administrators working to educate future citizens.

Conclusion

The purpose of this study was to examine perceptions of faculty members and administrators regarding factors that contributed to student success at one public HBCU. Review of the survey instrument protocol, face-to-face interview sessions, and case notes indicated that the researcher had met the objectives of this study. Based on data collected, the faculty members

and program administrators who worked to successfully remediate students in the remedial education program at the institution studied had been regarded as highly effective; however, the infrastructure and hierarchy of top-level administration was indicated to be absent, ineffectual, and non-responsive to the needs of the remedial education program and its students. The participants involved in the study were honored that they were given the opportunity to have their voices heard especially by someone who knew how remedial educators were viewed in USG.

The researcher's goal in examining factors that contributed to student success based on the perceptions of remedial education faculty and administrators was to create a framework for other researchers to follow when examining the success of their remedial education programs. With justification and sustainability at the helm of decision making in higher education institutions, BORs and top-level administrators are using terms like performance and accountability to validate programs, so this study could be extremely helpful to institutions, considering that all administrative positions are filled, during internal examinations and or SACS qualifications. It is hoped that top-level administrators realize that without required emotional and financial support, remedial education programs at HBCUs continue to suffer because ultimately, even with extremely dedicated people at the helm, the bough will break because the remedial education faculty members and program administrators cannot carry the program indefinitely. Additionally, this study was conducted to identify strengths and weaknesses within the infrastructure of administration at one public HBCU in Georgia. Through this study, positive and negative themes were identified and since many themes have been identified as hindrances to student success, the institution studied and the other two public HBCUs in Georgia may re-

evaluate their existing operational procedures and take appropriate steps to revitalize their remedial education programs because of what the programs have meant to HBCUs in the past.

The foregoing observations raise a compelling issue of whether the remedial education programs such as the one depicted in this study are viewed as unworthy academic programs; and if so, why do HBCUs continue to have them. The answer to this question, as suggested by the participants, appears to be that the top-level administrators did not treat the remedial programs on par with regular academic programs on the campus because the remedial education program did not readily contribute to increase its graduation rates, on which the performance-based funding model operates. Remedial education programs contribute to the initial academic support experience of students, so it cannot be the remedial education program that is to blame for the conclusion of the students' college experiences. However, the remedial education programs continue to support the institution by increasing enrollment numbers and financial aid revenues. In reality, these remedial education program students stay in college longer and pay higher education tuition fees due to their additional remedial course requirements, and yet, they are not treated as equitably or fairly as traditional students. Additionally, the instructors get sub-standard treatment by their faculty colleagues and top-level administrators due to the stigma associated with remedial education programs. Thus, the students in remedial education programs are doubly victimized. However, the "us" versus "them" mentality does not have to continue if faculty members, program administrators, and top-level administrators agree to support each other for the betterment of all students.

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APPENDIX A
SURVEY QUESTIONS

NAME OF INSTITUTION _____

NAME/TITLE _____

DATE _____

ORGANIZATION AND ADMINISTRATION (Vice Presidents / Provost)

1. What is the official name of the remedial education program at your institution? [RQ1]

2. How would you describe the structure of your learning support/ remedial education program? [Include in your response: (a) funding source, (b) organizational structure, (c) collaboration with public school districts, (d) collaborations with federal programs, e.g. Trio, Upward Bound, and/or other programs]. [RQ1]

3. What are the greatest strengths that promote student success in the remedial education program at your institution? [RQ1; RQ2]

4. Were there any changes in the functions of your institution's remedial education program within the past two years? If yes, what are they? How did those changes contribute to the success of the remedial education program? [RQ1]

5. What are the major challenges, if any, that you see to be impediments to the success of the remedial education program at your institution? [RQ1]

6. Are there any key lessons that you have learned from your remedial education program? [RQ1]

7. Do you collect data on faculty satisfaction in your remedial education program? [RQ1]

8. Is data only collected from learning support faculty, or from faculty members who teach in both learning support and college-level courses? [RQ1]
9. What methods are you using to collect this data? What have the results been? Please explain. [RQ1]
10. Is professional development available to remedial educators in your institution? [RQ1]
11. What specific professional developmental activities have been the most successful and why? [RQ1]
12. How are these opportunities provided typically (e.g., workshop format, in-service, ongoing informal sharing of resources, conferences, etc.)? [RQ1]

CURRICULUM PROGRAM MODELS (Director /Advisors/ Coordinators)

1. How would you rate the curriculum of the remedial education program at your institution? [RQ 1; RQ2]

(a) Very effective	(c) Not effective
(b) Somewhat effective	(d) Unable to rate
2. What aspect of your remedial education curriculum contributes most to your program's success (instructional, advisement, tutorial, etc?) [RQ2; RQ3]
3. How important are the placement test scores to the overall success of the remedial education program? [RQ2; RQ3; RQ4]
4. Is there a systematic plan in place for the evaluation of remedial education courses and services? [RQ1; RQ3]
5. Is there a written philosophy statement that guides the provision of remedial education courses and services? If yes, please attach a copy of the statement. [RQ1; RQ3]
6. What is the curriculum development process for the remedial education program? How is this process supported by the institution (e.g. through faculty release time, curricula design assistance, technology support, etc.) [RQ1; RQ3]

7. How is student performance monitored in the remedial education program? How is this data utilized? [RQ 2; RQ3]

INSTRUCTIONAL PRACTICES (Faculty)

1. How many faculty members are in the remedial education program? [RQ1; RQ2]
 - (a) Full-time, tenured/ tenure-track _____
 - (b) Full-time, non-tenure track _____
 - (c) Temporary Full-time _____
 - (d) Part-time _____
 - (e) Adjunct _____
2. Are there recognizable distinctions between the roles of full-time faculty and part-time/adjunct faculty? If yes, what are they? [RQ2]
3. How does your institution connect with various learners' skills and abilities? What criteria are used to determine how students are placed in remedial education courses? [RQ2; RQ3; RQ4]
4. Do you agree with this practice? Do you believe it is effective? [RQ2; RQ3; RQ4]
5. In your opinion, is there a consistency between exit standards of learning support classes and college-level classes at your institution? Please comment. [RQ2]
6. Based on your experience, what pedagogical approaches or methodologies of the following would best work with remedial education students at your institution? (a) Learning Communities, (b) Differentiated instructional models, (c) Instructors regular use of active learning techniques, (d) Other [RQ2]
7. Describe all of the support services (academic as well as personal intervention) available to students in the remedial education program at your institution? How often are these services utilized? In your opinion, what services have contributed the most to the success of remedial education students at your institution? [RQ2; RQ3]
8. Does technology play a role in the overall structure of your remedial education program? If yes, how? [RQ2; RQ3; RQ4]

PLACEMENT TESTS (Faculty / Directors / Advisors / Coordinators)

1. Does your institution use any placement tests? If so, what are they? Do you agree that they are appropriate tests for placement? [RQ4; RQ2; RQ3]
2. Based on your experience, have you seen a relationship between placement test scores, completion of remedial education coursework, and completion of core-curriculum classes? If yes, how strong or frequently does this relationship exist? [RQ2; RQ3; RQ4]

APPENDIX B
FOLLOW-UP INTERVIEW QUESTIONS

Face-to-Face Interviews

- 1) What do you feel is the most essential component of the administration that aids in the success of students in your learning support / remedial education program?
 - a) What changes, if any, have been made in administration since your tenure to enhance student success in learning support / remedial education?
- 2) What essential component of your instructional practices do you believe has led to the high completion rates in learning support / remedial education at your institution?
 - a) What is the greatest instructional factor for success in the classroom?
 - b) How is remedial education viewed by the faculty who teach the courses?
 - c) How is it viewed by other faculty members campus-wide?
- 3) What do you think is the most important component of the support services for students in learning support / remedial education?
 - a) What support services do students seem to take advantage of the most?
 - b) Which support services is most supported by the faculty?
 - c) Which services make the greatest impact on student success?
 - d) How is student success measured at your institution?
- 4) What are some of the lasting unaddressed challenges that you would like to deal with, if opportunity presents, to enhance the effectiveness of the remedial education program at your institution?

APPENDIX C
INFORMED CONSENT FORM

Dear Research Participant,

Your participation in a research project is requested. The title of the study is *Remedial Education and Student Success: Perceptions of Teachers and Administrators at Historically Black Colleges & Universities*. I am seeking your assistance because your institution has been identified as one of the three public Historically Black Colleges & Universities with a learning support / remedial education program in the state of Georgia.

Your participation will involve answering questions in a confidential online questionnaire to describe your unique experiences in learning support / remedial education at your institution. While this is not an anonymous study, the risks of involvement in this study are minimal. The study has been designed to ensure participant confidentiality. Your participation in this study is voluntary. If you elect not to participate, to discontinue your participation in the study, or decline to answer any part of the questions on the questionnaire, you may do so at any time without consequences. The results of the research study may be published; however, neither your name nor the name of the institution would be published. Although there are no direct benefits to you, your participation in this study may help our understanding of the unique challenges and barriers facing HBCUs in the University System of Georgia as it relates to remedial education programs and student success.

Findings will be presented in my dissertation project for completion of the degree of Doctor of Education in Leadership and Higher Education Administration from Georgia Southern University. The study is confidential. Please be assured that strict confidentiality will be maintained throughout this study. My handling of your data will be consistent with the standards of the Federal Policy for the Protection of Human Subjects (Federal Register, 1991) and the Ethical Principles in the Conduct of Research with Human Participants (APA, 1982). Data will be kept in a fireproof locked file in my office. Your signed consent form will be kept separate from the data. All data will be destroyed after five years.

If you have any questions or concerns regarding the study or your participation in the study, you can contact me via email at SIMONEZt@fvsu.edu or telephone me at (478) 954-3550. You can also contact my dissertation chairman, Dr. Daniel W. Calhoun at 912-478-1428 or dwcalthoun@georgiasouthern.edu or Georgia Southern University's Institutional Review Board point of contact.

Voluntary Consent

I acknowledge that I have been informed of the nature and purposes of this study by Tenora J. Simonez; I have read and understand the information presented above, and I have received a copy of this form for my records. I give my voluntary consent to participate in this study.

_____ Yes, I consent

_____ No, I do not consent.

Signature

Date

APPENDIX D

Interview Questions

Research Questions

I	II	III	IV
---	----	-----	----

**Organizational Administration
(VP/ Provost/Directors/Advisors/
Testing Coordinators)**

- | | | | | |
|--|---|---|---|--|
| 1. What is the official name of the remedial education program at your institution? | X | | | |
| 2. How would you describe the structure of your learning support/ remedial education program?
[Include in your response:
(a) funding source,
(b) organizational structure,
(c) collaboration with public school districts,(d) collaborations with federal programs, e.g. Trio, Upward Bound, and/or other programs]. | X | | | |
| 3. What are the greatest strengths that promote student success in the remedial education program at your institution? | X | X | | |
| 4. Were there any changes in the functions of your institution's remedial education program within the past two years? If yes, what are they? How did those changes contribute to the success of the remedial education program? | X | | | |
| 5. What are the major challenges, if any, that you see to be impediments to the success of the remedial education program at your institution? | X | X | X | |
| 6. Are there any key lessons that you have learned from your remedial education program? | X | X | X | |
| 7. Do you collect data on faculty satisfaction in your remedial education program? | X | | | |
| 8. Is data only collected from learning support faculty, or from faculty members who teach in both learning support and college-level courses? | X | | | |

Interview Questions**Research Questions****Organizational Administration
(VP/ Provost/Directors/Advisors/
Testing Coordinators)**

- | | I | II | III | IV |
|---|---|----|-----|----|
| 9. What methods are you using to collect this data? What have the results been? Please explain. | X | | | |
| 10. Is professional development available to remedial educators in your institution? | X | | | |
| 11. What specific professional developmental activities have been the most successful and why? | X | | | |
| 12. How are these opportunities provided typically (e.g., workshop format, in-service, ongoing informal sharing of resources, conferences, etc.)? | X | | | |

**Curriculum Program Models
(Directors / Advisors/ Coordinators)**

- | | | | | |
|---|---|---|---|---|
| 1. How would you rate the curriculum of the remedial education program at your institution? | X | X | X | |
| 2. What aspect of your remedial education curriculum contributes most to your program's success (instructional, advisement, tutorial, etc.) | | X | X | |
| 3. How important are the placement test scores to the overall success of the remedial education program? | | X | X | X |
| 4. Is there a systematic plan in place for the evaluation of remedial education courses and services? | X | X | X | |
| 5. Is there a written philosophy statement that guides the provision of remedial education courses and services? If yes, please attach a copy of the statement. | X | | X | |
| 6. What is the curriculum development process for the remedial education program? How is this process supported by the institution (e.g. through faculty release time, curricula design assistance, technology support, etc.) | X | | X | |
| 7. How is student performance monitored in the remedial education program? How is this data utilized? | | X | X | |

Interview Questions**I****Research Questions****II****III****IV****Instructional Practices (Faculty)**

- | | | | | | |
|-----|--|---|---|---|---|
| 9. | How many faculty members are in the remedial education program?
(f) Full-time, tenured/ tenure-track _____
(g) Full-time, non-tenure track _____
(h) Temporary Full-time _____
(i) Part-time _____
(j) Adjunct _____ | X | X | | |
| 10. | Are there recognizable distinctions between the roles of full-time faculty and part-time/adjunct faculty?
If yes, what are they? | | X | | |
| 11. | How does your institution connect with various learners' skills and abilities?
What criteria are used to determine how students are placed in remedial education courses? | | X | X | X |
| 12. | Do you agree with this practice?
Do you believe it is effective? | | X | X | X |
| 13. | In your opinion, is there a consistency between exit standards of learning support classes and college-level classes at your institution? Please comment. | | X | | |
| 14. | Based on your experience, what pedagogical approaches or methodologies of the following would best work with remedial education students at your institution? (a) Learning Communities, (b) Differentiated instructional models, (c) Instructors regular use of active learning techniques, (d) Other | | X | | |
| 15. | Describe all of the support services (academic as well as personal intervention) available to students in the remedial education program at your institution? How often are these services utilized? In your opinion, what services have contributed the most to the success of remedial education students at your institution? | | X | X | |

Interview Questions**Research Questions**

I II III IV

Instructional Practices (Faculty)

- | | | | | |
|-----|---|---|---|---|
| 16. | Does technology play a role in the overall structure of your remedial education program? If yes, how? | X | X | X |
|-----|---|---|---|---|

**Placement Tests (Directors/ Advisors/
Testing Coordinators)**

- | | | | | |
|----|--|---|---|---|
| 1. | Does your institution use any placement tests? If so, what are they? Do you agree that they are appropriate tests for placement? | X | X | X |
| 2. | Based on your experience, have you seen a relationship between placement test scores, completion of remedial education coursework, and completion of core-curriculum classes? If yes, how strong or frequently does this relationship exist? | X | X | X |

Georgia Southern University Office of Research Services & Sponsored Programs		
Institutional Review Board (IRB)		
Phone: 912-478-5465		Veazey Hall 3000
Fax: 912-478-0719	IRB@GeorgiaSouthern.edu	PO Box 8005 Statesboro, GA 30460

To: Simonez, Tenora
Calhoun, Daniel

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Initial Approval Date: 6/21/2016

Expiration Date: 5/31/2017

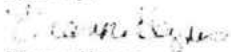
Subject: Status of Application for Approval to Utilize Human Subjects in Research --
Expedited

After a review of your proposed research project numbered **H16437** and titled "**Remedial Education Programs and Student Success: Perceptions of Faculty and Administrators at HBCUs**" it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable. You are authorized to enroll up to a maximum of **14** subjects.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research. Description:

If at the end of this approval period there have been no changes to the research protocol; you may request an extension of the approval period. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



Eleanor Haynes
Compliance Officer