Appendix A
Letter to Participants Explaining the Study
IRB#050854

An Examination of the Relationship Between Learner Autonomy and Student Persistence in a Community College

You are invited to participate in a research study under the direction of Dr. Virginia Roach of the Graduate School of Education and Human Development at the George Washington University. Your participation in this research is voluntary.

As a doctoral candidate at The George Washington University, I am conducting a study to examine the relationship between dropout proneness and learner autonomy with regard to student persistence in a community college. The information obtained from this study will increase our knowledge about student persistence and could be used to enhance programs designed to increase a student's ability to persist at this community college as well as other colleges with similar populations and issues of persistence.

To examine the relationship between dropout proneness and learner autonomy with regard to persistence among matriculating students in a community college, specific information must be obtained. The study will require that students complete the College Student Inventory (CSI) and the Learner Autonomy Profile (LAP) questionnaires. Both the CSI and the LAP have been found to be valid and reliable assessments. The CSI will be administered in paper format and will require approximately 30 minutes to complete. The LAP will be administered online and will require approximately 11 minutes to complete.
Savage: An examination of learner autonomy and student persistence in community college 11-17-08

The 41-60 minute procedure will take place on four prescheduled days during the course of the semester.

To participate in this study, students must be at least 18 years old or older and be first-semester freshmen currently enrolled in this southeastern community college. All participants in this study also must be matriculating in a degree-granting program. Participants are required to complete both assessments to be part of the study. Instructions to access the LAP will be provided on the day of the assessment.

The risks to the participants in the study are minimal. The level of risk or discomfort associated with participation in the survey should not exceed that experienced in normal daily activities. Participants will not receive any personal benefits from participating in the study. There is no compensation for participating in the study and participants will not be charged a fee to participate in this study. There are no physical risks associated with this study, but there is a possible risk of loss of confidentiality or privacy of the subjects. Thomas Nelson Community College student identification numbers (TID) will be used to minimize the risk of loss of confidentiality. Each student has a Thomas Nelson Community College student identification number which will be used to facilitate confidentiality. To further facilitate confidentiality a key linking the unique ID numbers and the data or personal identifiable information will not be maintained. The Noel-Levitz Corporation and the HRDEnterprise will receive surveys with a Thomas Nelson Community College student identification number and these companies will not have access to a key linking the unique ID numbers to the student. The role of the Noel-Levitz Corporation and the HRDEnterprise is to score the surveys and provide aggregate data to the researcher. Records of all individual assessments will be kept confidential and will be
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maintained by the Noel Levitz Corporation and the Human Resource Development Enterprise database (owners of the instruments) until completion of the study. Identifying information will not be released to anyone. Students will be asked to provide their student identification number. With your permission, your enrollment status will be verified at the beginning of next semester through this southeastern community college's Student Information System. The student identification number will be used to match data. The results of this study will be reported as group data and will be saved to a computer disk until completion of the study.

The aggregate data obtained from the surveys will be stored in a safe deposit box. In the process of data analysis, aggregate data will be transcribed and stored in the student researcher's personal computer, which is secured by a password. Upon completion of data analysis, the sign-in roster containing your student identification number will be destroyed along with any paper files.

Student academic standing will in no way be impacted by your participation or your refusal to participate in this study. Participation in this study is voluntary and all participants reserve the right to discontinue their participation in this study at anytime. Participants do not have to answer any question that they do not wish to answer.

Your records will be kept anonymous and therefore, no one will be able to identify you. You will not be identified in any reports or publications of this study. Questions pertaining to the procedures of this study can be directed the researcher, Tasti Savage at 757-532-0420 or by email at deast@cox.net.
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Questions about the informed consent process or any other rights as a research participant, please contact the Office of Health Research, Compliance and Technology at George Washington University at 202-994-2995.

Your signature is not required on this form unless you prefer to sign it. Your desire to participate in this study is implied if you proceed with completing the survey.
Appendix B

College Student Inventory and Learner Autonomy Profile

Administration Script

Good morning/afternoon/evening. My name is Terri Savage and I am a doctoral candidate at The George Washington University. As a doctoral candidate at The George Washington University, I am conducting a study to examine the relationship between dropout proneness and learner autonomy with regard to student persistence in a community college. The information obtained from this study will increase our knowledge about student persistence and could be used to enhance programs designed to increase a student’s ability to persist at this community college as well as other colleges with similar populations and issues of persistence.

To examine the relationship between dropout proneness and learner autonomy as it relates to student persistence in a community college, specific information must be obtained. The College Student Inventory will require approximately 11 minutes to complete. It will obtain a portion of the information necessary to examine the relationship between dropout proneness and learner autonomy as it relates to student persistence. Please scan the survey booklet that you were handed to ensure that you have all 6 pages. The first page should contain questions 1 through 4, the second page should contain questions 5 through 9, the third page should contain questions 10 through 20, and the fourth page should contain 21 through 52. The fifth page should contain questions 53 through 84, and the sixth page should contain questions 85 through 100. In everyone’s survey booklet
complete? Please write your student identification number in the space provided for your name. Please follow the directions in the survey booklet to complete the rest of the survey. Upon completion of the survey, please raise your hand so that I may collect your survey materials and provide you with the online instructions for completing the remainder of the assessment.

Records of all individual assessments will be kept confidential and will be maintained by the Noel Levitz Corporation and the Human Resource Development Enterprise database (owners of the instruments) and will be destroyed upon completion of the study. Identifying information will not be released to anyone. Students will be asked to provide their student identification number. With your permission, your enrollment status will be verified at the beginning of next semester through this southeastern community college’s Student Information System. The student identification number will be used to match data. The results of this study will be reported as group data and will be saved to a computer disk until completion of the study. Records of all individual assessments will be kept confidential and will be maintained by the Noel Levitz Corporation and the Human Resource Development Enterprise database (owners of the instruments) until completion of the study. Identifying information will not be released to anyone.

The data obtained from the surveys will be stored in a safe deposit box. In the process of data analysis, aggregate data will be transcribed and stored in the student researcher’s personal computer, which is secured by a password. Upon completion of data analysis, the sign-in roster containing your student identification number will be destroyed along with any paper files.
Participation in this study is voluntary, and all participants reserve the right to discontinue their participation in this study at anytime. Participants do not have to answer any question that they do not wish to answer. When you complete the online portion of the assessment, please return the instructions for accessing the online assessment to me. What questions do you have pertaining to these instructions?
Appendix C

College Student Inventory Form B Assessment
Getting the most out of your college experience

College Student Inventory®
FORM B
Michael L. Stratil, Ph.D.

Part of the Retention Management System™
Noel-Levitz
PART B

Instructions: The main body of the inventory consists of 100 items. The items in Part B have up to seven multiple-choice response options. For example, item 1 appears as follows on the answer sheet:

Item number: 1
Options: 1 2 3 4 5 6 7

Notice that the answer sheet always provides seven circles even though some items offer fewer than seven options. Ignore the extra circles.

Answer each item by selecting the option that best describes you. Blacken the circle that corresponds to the option you have selected.

If you have difficulty answering any of the items in this section, see your examiner. Begin with the first item and continue to the end of Part B.

1. While enrolled in classes, the amount of time I expect to spend working at a job is approximately:
   1) 0 (I have no plans to work)
   2) 1 to 10 hours per week
   3) 11 to 20 hours per week
   4) 21 to 30 hours per week
   5) 31 to 40 hours per week
   6) over 40 hours per week

Note: This item only applies to time frames during which you are actively attending classes. It does not apply to summer employment, school breaks, or other such periods. If your work schedule varies, take a rough average across weeks.

2. The average of all my grades during my senior year in high school was approximately:
   1) A
   2) halfway between A and B
   3) B
   4) halfway between B and C
   5) C
   6) halfway between C and D
   7) D

Note: If your school did not use letter grades, do your best to translate your grades into the above system. If you completed a G.E.D., try to estimate the grades you think you would have earned for your last ten G.E.D. courses if you had been taking them as regular high school courses. It is recognized that making these estimates will be difficult. Just try to give your best estimate.

3. The following item is about your general academic knowledge. This consists of the ideas and facts you have learned through the core courses designed to prepare you for college (e.g., English, mathematics, science, and social studies).
   Compared to the average high school graduating senior in this country, I consider my general academic knowledge to be in the:
   1) highest 20%
   2) next to the highest 20%
   3) middle 20%
   4) next to the lowest 20%
   5) lowest 20%

4. I would describe my racial/ethnic origin as:
   1) White/African-American
   2) Asian Indian or Alaskan Native
   3) American or Pacific Islander
   4) White/Caucasian
   5) Hispanic or Latino
   6) Multiethnic or other ethnic origin
   7) Prefer not to respond

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5. What is the highest level of education completed by your mother? (optional item)
   1) 8 years or less of elementary school
   2) some high school but no diploma
   3) a high school diploma or equivalent
   4) 1 to 2 years of college (including study at a technical, community, or junior college)
   5) a 4-year undergraduate college degree (bachelor's degree)
   6) a master's degree
   7) a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)

6. What is the highest level of education completed by your father? (optional item)
   1) 8 years or less of elementary school
   2) some high school but no diploma
   3) a high school diploma or equivalent
   4) 1 to 2 years of college (including study at a technical, community, or junior college)
   5) a 4-year undergraduate college degree (bachelor's degree)
   6) a master's degree
   7) a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)

7. The highest degree that I plan to pursue is:
   1) none
   2) a 1-year certificate
   3) a 2-year college degree (associate)
   4) a 4-year college degree (bachelor's)
   5) a master's degree
   6) a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)

8. Academic ability is the general capacity to understand and remember complex ideas through formal education. It involves learning through such means as reading, writing, problem solving, and computer programs. In relation to the general population of our society, I consider my academic ability to be:
   1) considerably below average
   2) slightly below average
   3) average
   4) slightly above average
   5) considerably above average (in the top 20%)
   6) extremely high (in the top 5%)

9. Which of the following most accurately describes the timing of your decision to apply for admission to your college or university?
   1) My decision was made a few days before classes began.
   2) My decision was made a few weeks before classes began.
   3) My decision was made many months before classes began.

CHECK TO MAKE SURE THAT YOU HAVE ANSWERED EVERY ITEM IN THIS SECTION (ITEMS 1-9).

THEN GO TO PART C.
PART C
Instructions: Items in Part C measure a variety of attitudes toward college.

Use the following rating scale to answer each item:

<table>
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<th>RATING SCALE</th>
</tr>
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<tbody>
<tr>
<td>NOT AT ALL</td>
</tr>
<tr>
<td>TRUE</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>COMPLETELY</td>
</tr>
<tr>
<td>TRUE</td>
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</tbody>
</table>

If you agree completely with a statement, you should answer with a "7." Agreement that is fairly strong but not total is indicated by selecting a "6," while agreement that is fairly weak is indicated by "5." Total disagreement is indicated by selecting "1." Use any number between 1 and 7.

Keep in mind that there are no "right" or "wrong" answers. Simply select the answer that best fits you. In answering the items on study habits and teachers, you should draw primarily on your pre-college experience.

Blacken the appropriate circle on the answer sheet. Give only one response to each item.

10. I have found a potential career that strongly attracts me.
11. Most of my teachers have been very caring and dedicated.
12. Books have never gotten me very excited.
13. I have financial problems that are very distracting and troublesome.
14. Enter a "2" for this item.
15. I get along well with people who disagree with my opinion openly.
16. I dreaded the thought of going to school for several more years, and there is a part of me that would like to give up the whole thing.
17. I would like to receive some instruction in the most effective ways to take college courses.
18. I take very careful notes during class, and I review them thoroughly before a test.
19. I would like to talk with a counselor about my general attitude toward school.
20. Most of the teachers I had in school were too opinionated and inflexible.

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21. When I was a child, my parents usually understood me, respected my judgment, and treated me in ways that helped me grow.
22. I would like to talk to someone about getting a part-time job during the regular school year.
23. I plan to return to college next year, and I find it easy to use them in my speech and writing.
24. I would like to attend an informal gathering where I can meet some new friends.
25. Of all the things I could do at this point in my life, going to college is definitely the most satisfying.
26. When someone's opinions strongly disagree with my own, I tend to develop unfriendly feelings and to avoid close contact with the person.
27. I plan to transfer to another college before completing a degree at this college or university.
28. I would like to resolve some of the problems in my study habits.
29. I would like to talk with someone about the qualifications needed for certain occupations.
30. I have great difficulty concentrating on schoolwork, and I often get behind.
31. I get a great deal of personal satisfaction from reading.
32. The leschee I had in school represented me as a person and treated me fairly.
33. Participating in large social gatherings is of little interest to me.
34. I become very confused when I try to choose an occupation.
35. Enter a "0" for this item.
36. I have the financial resources that I need to finish college.
37. Math has always been a challenge for me.
38. I am deeply committed to my educational goals, and I'm truly prepared to make the effort and utilize the skills that will be needed to attain them.
39. I would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.).
40. My studying is very irregular and unpredictable.
41. I can feel comfortable with someone who thinks quite differently than I do on major social issues.
42. I would like to receive some individual help in improving my writing skills.
43. I would like to find out more about student government and the various student activities on campus.
44. I would like some help selecting an educational plan that will prepare me to get a good job.
45. My family had one way of looking at me when I was a child, and they didn't understand my feelings very well.
46. I would like to talk with a counselor about some difficulties in my personal relationships or social life.
47. I would like to talk with someone about getting a loan to help me through school.
48. I greatly enjoy getting together with a crowd of people and having fun.
49. I have difficulty organizing my ideas in a paper, and I tend to make a lot of punctuation and grammar mistakes.
50. I have a very good understanding of general biology (e.g., cell structure, metabolism, genetics, and the circulatory system).
51. I am very strongly identified with finishing college—no matter what obstacles get in my way.
52. I don't enjoy reading novels, books and articles, and I only do it when I have to.
<table>
<thead>
<tr>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>NOT AT ALL TRUE</td>
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</table>

53. I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.
54. In my opinion, many teachers are more concerned about themselves than they are about their students.
55. I would like to talk with someone about the salaries and future outlook for various occupations.
56. Enter an "x" for this item.
57. I am very good at figuring out the deeper meaning of a short story or novel.
58. I would like to receive some individual help in improving my math skills.
59. I don't have any financial problems that will interfere with my schoolwork.
60. I have a very strong desire to continue my education, and I am quite determined to finish a degree.
61. I would like to talk with a counselor about some family problems.
62. I study very hard for all my courses, even those I don't like.
63. I find it easy to be friends with people whose political ideas differ sharply from my own.
64. I have a hard time understanding and solving complex math problems.
65. My family and I communicated very well when I was young, and we had a good understanding of each other's point of view.
66. Most teachers have a superior attitude that I find very annoying.
67. I would like to meet an experienced student who can show me around and give me some advice.
68. I would like to talk to someone about getting a scholarship.
69. Learning new vocabulary words is a slow and difficult process for me.
70. I would like some help selecting an occupation that is well suited to my interests and abilities.
71. It is hard for me to relax and just have fun with a group of people.
72. My understanding of the physical sciences is very weak.
73. I wish that society did not put so much pressure on people to go to college, as I'd really rather be doing other things at this point in my life.
74. I have no desire to transfer to another school before finishing a degree at this college or university.
75. Over the years, books have broadened my horizons and stimulated my imagination.
76. Enter an "x" for this item.
77. I am very confused about what occupation to pursue.
78. I have developed a solid system of self-discipline, which helps me keep up with my schoolwork.
79. I am in a bad financial position, and the pressure to earn extra money will probably interfere with my studies.
80. I am capable of writing a very clear and well-organized paper.
81. I feel uneasy and distrustful toward people whose way of thinking is quite dissimilar to my own.
82. I would like to receive tutoring in one or more of my courses.
83. When I try to study, I usually get bored and quit after a few minutes.
84. I would like to talk with a counselor about some emotional tensions that are bothering me.
65. I see think of many things I would rather do than go to college.
66. I have always enjoyed the challenge of trying to solve complex math problems.
67. When I was a child, the other members of my family often said hurtful things that caused unpleasant feelings.
68. I liked my teachers, and I feel they did a good job.
69. Because they irritate me, I tend to stay away from people whose ideas are quite different from my own.
70. In English classes, I've had difficulty analyzing an author's style and theme.
71. I would like to find out more about the clubs and social organizations at my college.
72. I would like to talk to someone about the possibilities available for summer employment.
73. I have a very good grasp of the scientific ideas I've studied in school.
74. I often wonder if a college education is really worth all the time, money, and effort that I'm being asked to spend on it.
75. Enter a "0" for this item.

96. I am very adventurous and outgoing at large social gatherings.
97. I would like to talk with a counselor about some feelings of discouragement or unhappy thoughts that keep bothering me.
98. I would like to talk with someone about the advantages and disadvantages of various occupations.
99. I would like to receive some training to improve my reading skills.

Note: The following is not a rating item. Select option 1 if you agree with the statement; select option 2 if you do not.

100. I authorize my institution to share results from this inventory with my advisor and appropriate student services staff. I will begin my college course work and make other educational decisions: 1. YES 2. NO (If you select this option, all of your responses will be kept on file with the exception of item 14. If the Student Report is available, you will be able to obtain it from the Coordinator).

CHECK TO MAKE SURE YOU HAVE COMPLETED EVERY ITEM IN THIS SECTION (ITEMS 10–100). ANSWER ANY THAT HAVE BEEN LEFT BLANK. THEN RETURN THE INVENTORY AND THE ANSWER SHEET TO THE EXAMINER.

THANK YOU!

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Appendix D

Learner Autonomy Profile
1. I will continue to participate in my learning activity even if a family problem interferes with the activity.

2. I will continue to learn because my past learning experiences are valuable to me.

3. When I have difficulty concentrating during a learning activity, I will concentrate harder because I anticipate the future reward.

4. When I am learning something that is not enjoyable, I will think of the eventual reward.

5. When faced with a difficult learning endeavor, I will structure my environment to make learning easier.

6. I will not allow what needs to be done to make my plans work.

7. I will often share ideas when I am not involved in a structured learning project such as a class.

8. Even if it interferes with my social life, I will choose to learn something because I enjoy learning.

9. I will be successful in my learning endeavors because I assess my progress.

10. Before I begin a learning activity, I will try to anticipate problems that might interfere with my learning.

11. If a family problem interferes with my learning progress, then I will develop a solution to this problem so that I may continue with my learning.

12. If I want to learn something, I will plan how to get the required resources.

13. If I do not think that I have the opportunity to participate in my desired learning activity, then I will find a way to gather the resources for my learning activity.

14. I will engage in learning now if I anticipate a future reward from the learning.

15. I get help from my family when I need it.
18. If given the choice of learning something or playing, then I will choose to play in spite of the future reward.

17. I will rarely choose other activities over learning.

16. If I want to learn something, then I will quickly translate this desire into action and not think too much about the desire before I act.

15. When I have difficulties learning something, I will carefully examine the consequences of my actions.

14. While I may be quick to react, I will also weigh the possible consequences or my actions before making decisions.

13. If I establish a long-range learning goal, then I will also establish intermediate subgoals that, if accomplished, will support my ultimate learning goal.

12. I ask detailed questions before I begin any kind of task.

11. I get along with other people.

10. I feel valued.

9. If I take a break from participating in a learning activity, then I will motivate myself to resume the activity as soon as possible.

8. When I am faced with problems while learning something, I will find a solution in a systematic way.

7. If I do not find the learning something new, then I will think about the consequences of this learning.

6. I will continue to participate in my learning activity even if I discover that my learning resources may be inadequate.

5. When I become frustrated during a learning activity, I will remind myself of the consequences of quitting.

4. If I intend to learn something, then I will quickly translate this intention into action.

3. If there is more to be learned in a larger activity, than I will spend more time because it will learn.

2. My family encouraged me to find outside interests.
53. If I want to learn something, then I will go to or create an environment that supports that learning.

54. I remain optimistic in the midst of difficult situations.

55. If I am required to learn something, then I will establish a learning goal to satisfy that requirement.

56. I can express my emotions to any family member.

57. I will persist with my primary learning goal although I have additional learning goals to achieve.

58. I can meet my goals by channeling my emotions.

59. I was encouraged to defend myself.

60. I will keep my learning goal my top priority although I have other important things to do.

61. I am generous.

62. If I desire to learn something, then I will not wait for someone else to help me develop a plan to satisfy the desire before I begin a learning activity.

63. I am persistent in my efforts to succeed.

64. I was not afraid of having my own opinion about a family matter.

65. My family lived by a set of beliefs that made the very pleasant.

66. If I want to learn something, then I will motivate myself to create my own plan concerning how to satisfy the learning desire.

67. I will apply continued effort towards my learning goal when I know I am responsible for my learning.

68. I will maintain the effort needed to accomplish additional tasks related to my learning goal.

69. I will persist in participating in my learning activity even if I do not think that I have the time to participate.
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I make choices that allow me to control my life.

I will usually choose other activities over learning if I am not required to learn something.

I will participate in learning difficult things because I believe that learning will improve my ability to learn other difficult things.

I will develop a plan to accomplish my learning goals.

Even if a learning activity is extremely difficult, I will endure because quitting is not an alternative for me.

I am willing to compromise.

I am organized.

If I do not think that my intended learning activity is as important as another non-learning activity, then I will figure out a way to prioritize my learning activity above the other non-learning activity.

I will manage my schedule to achieve my learning goal.

I will spend most of my time doing other things rather than learning.

I will continue to value learning that I do on my own.

I get plenty of what I need and want.

I will set a very specific learning goal to achieve.

If I decide to learn something, then I will maintain a clear goal that represents specifically what I want to accomplish.

My family has traditions that we practiced.

My family gives me security and strength.

To reach a solution, I can separate my emotions from my problems.
Appendix E:

Internet Survey Instructions to Access the Learner Autonomy Profile (LAP)

1. Go to the HRDE web page (www.hrde.com), click on “Instruments”, then “Register”.
2. From the selection screen, select your study (“Thomas Nelson Community College”) and click “Continue”.
3. The registration page is password-protected. The password for your study is TDEES2008 (case-insensitive).
4. Once on the registration page, fill out and submit the information. You will be automatically logged into the LAP. At this point, you can begin to complete the LAP. If you do not complete it at this time you can complete it at another time by logging in with your birth date/ID code pair.
5. A confirmation email will be sent to the email address with which you registered to remind you of your registration codes.

Please let me know if you have any questions, I am here to help. Thanks for your participation.

Sincerely,

Terri Savage
Appendix F
Permission to Use College Student Inventory
June 27, 2008

Ms. Terri Savage  
Doctoral Student  
George Washington University  
109 Haymond Place  
Williamsburg, VA 23188

Dear Ms. Savage,

By means of this correspondence, Noel-Levitz grants permission for you to include a copy of the College Student Inventory® (CSI) Form B of the Retention Management System® (RMS) in your research proposal and in the appendix of your dissertation.

This permission is granted solely for the purpose of this educational research project.

The CSI - Form A and Form B booklets and online versions were updated in spring 2006. A link to the PDF of the CSI Form B can be accessed at www.noellevitz.com/RMShelpdesk. The Coordinator Guide, validity study, Advisor's Guide and other resources related to this tool and early intervention can be found at www.noellevitz.com/RSresources. At that link, I think you may appreciate the annotated early intervention bibliography at the resource link, compiled by Dr. Melissa Ostrye. This bibliography reports on other studies with the CSI.

Please call me, Janene Panfil, Senior Vice President, or Dr. Elizabeth Hare, Senior Statistician, at 800-876-111 if you have any questions or if we can be helpful.

Sincerely,

Beth Richter, Ph.D.  
Associate Vice President of Retention Solutions

cc: Janene Panfil, Senior Vice President of Retention Solutions  
Elizabeth Hare, Ph.D., Senior Statistician

Noel-Levitz

2630 Oakdale Boulevard  
Gaithersburg, Maryland 20877  
Phone 301-397-3000  
Fax 301-397-3011  
www.noellevitz.com
Appendix G
Permission to use Learner Autonomy Profile
<table>
<thead>
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<th>P.O. Number</th>
<th>Terms</th>
<th>Ship</th>
<th>Via</th>
<th>F.O.B.</th>
<th>Project</th>
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**Item Code**

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<td>Registration to Access LAP</td>
<td>5.00</td>
<td>645.00</td>
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<tr>
<td>Discount for academic</td>
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<tr>
<td>Discount for Graduate</td>
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<tr>
<td>Database Report in SPSS or EXCEL</td>
<td>33.00</td>
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</tr>
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Please make check payable to HRD Enterprises

**Total**

USD 550.00
Appendix H

Institutional Review Board Approval
EXEMPT FROM IRB REVIEW REQUEST FORM

SECTION I INVESTIGATOR AND TEAM CONTACT INFORMATION

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<th>GS50854</th>
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<tr>
<td>TYPE OF HIPOA AUTHORIZATION REQUESTED:</td>
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PROTOCOL TITLE AND SPONSOR:

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<th>TITLE</th>
<th>An Examination of Learner Autonomy and Student Persistence in a Community College</th>
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PRINCIPAL INVESTIGATOR INFORMATION (MUST BE FACULTY OR STAFF)

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<tr>
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<td>DEPARTMENT</td>
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<td>SCHOOL</td>
<td>GSEHD</td>
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<tr>
<td>CAMPUS ADDRESS</td>
<td>2114 G STREET NW, SUITE 114, WASHINGTON, DC 20052</td>
</tr>
<tr>
<td>PHONE</td>
<td>202-994-3094</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:VROACH@GWU.EDU">VROACH@GWU.EDU</a></td>
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PRINCIPAL CONTACT IF OTHER THAN PI (THIS MAY BE THE STUDENT/STUDENT)

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<td>CAMPUS ADDRESS</td>
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<tr>
<td>PHONE</td>
<td>757.532.0420</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:DEEST@COX.NET">DEEST@COX.NET</a></td>
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Recommendations:

- Study registered as Exempt. Category:
- This research does NOT meet the regulatory requirements for human research. It does not fall within the scope of IRB review. To conduct this research, you must complete an IRB submission package for IRB review. For more information on completing a research submission, contact OHR at 202-994-3775.
- This activity is NOT human subject research, and does not require exempt registration or IRB approval.

OHR OFFICE USE ONLY:

OHR Trans #: _____

Reporting Proposed Changes in Research

This change from IRB review determination only applies to the protocol, as currently proposed. Therefore, if there are any proposed changes to this exempted study, e.g., protocol, data gathering instruments, type of information being accessed or disclosed, etc., the changes must be reviewed by the GWU IRB PRIOR TO implementation. Such a review will be limited to determining whether the proposed changes result in the study requiring IRB review and approval, or no exemption determination.
Appendix I

Dean’s Letter of Approval
December 1, 2008

Ms. Teresa Savage
109 Haymaker Place
Winnsboro, VA 23185

Dear Ms. Savage:

Congratulations on completing this important milestone in your doctoral program. Enclosed is a copy of the approved dissertation topic approval form for your records. At this point in your program, it is important that you review the sections of the Doctoral Handbook that relate to dissertation research and the procedures guiding the final oral examination and degree clearance. If you do not have a current copy of the handbook, you may access it online at http://www.george-washington.edu/dean한다 đây 129.

You should continue to register for 391, Dissertation Research, at the rate of 3 or 6 credits every fall and spring semester. If you have not completed your dissertation by the 13 credit hour minimum requirement, you will continue to register for at least 3 credit hours of 391 until you reach a total of 24 credits. If, after 24 credit hours, you still have not defended your dissertation, you should begin registering each semester for 1 credit hour of 540, Continuous Research, until you have completed your dissertation and degree requirements or until the allotted 5-year period has expired.

Please note that you are not required to register for dissertation research in the summer unless you are working closely with your dissertation committee or you are planning to hold the final oral examination for graduation. Also, you will be permitted to register for Continuous Enrollment (CE) in the semester you defend your dissertation if you have submitted your completed dissertation and all supporting documents to the Office of Doctoral Student Services prior to the first day of classes for that semester, and have met the 12 semester hour minimum dissertation research requirement. Although there is no course credit associated with Continuous Enrollment, it does carry a $35 fee.

If you have any questions about the dissertation requirements, please refer to your Doctoral Student Handbook or feel free to contact the Office of Doctoral Student Services.

Sincerely,

[Signature]

John O. Head, Ph.D.
Associate Dean of Academic Affairs

cc: Dr. Pengitore

College School of Education and Human Development
2150 G Street, NW • Washington, DC 20037 • 202-994-9485 • Fax 202-994-7207

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