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EXPLORATION OF STUDENT SUCCESS PROGRAMS FOR FRESHMEN
STUDENTS ON ACADEMIC WARNING/ACADEMIC PROBATION AT THE
UNIVERSITY OF MISSISSIPPI

A Dissertation in Practice
presented in partial fulfillment of requirements
for the degree of Doctor of Education
in the Department of Higher Education
The University of Mississippi

by

Jeremy Roberts

May 2023

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ABSTRACT

Nearly ten percent of the first-year class at the University of Mississippi go on Academic Warning or Academic Probation each semester after their first-full semester at the University. During this time, the student's GPA is below a 2.0, which requires them to take the EDHE 101: Academic Skills for College course, if they plan to return to the University that following Spring or Fall semester (depending on which was their first-full semester). Academic Support Programs, under the Center for Student Success and First-Year Experience oversees this course and several other programs to assist students as they look to return to Good Standing, academically. Another program Academic Support provides for students to use is Academic Consultations, which are one-on-one, 30-minute meetings with a staff member to go over time management, organization, and study skills; with the hope that the student will use this information in their other classes as they study and prepare for exams or other assignments. These two programs have never been paired together and examined to see how effective and efficient they are for assisting students while looking for changes in their GPA during the same semester, with the hopes of bringing them back to Good Standing. This DiP will lay out the plan to do that, as well as look at the future of the program, and the leadership styles of those involved.

DEDICATION

I dedicate my work to
my family and colleagues who have
guided me through this process.

LIST OF TERMS AND DEFINITIONS

Academic Standing Terms –

Good Standing - A student will be in good standing, and continue in good standing when his or her resident cumulative GPA is 2.00 or higher.

Academic Warning - A student will be placed on academic warning when his or her resident cumulative GPA falls below 2.00 and is not placed on academic probation.

Academic Probation - A student will be placed on academic probation when his or her resident cumulative GPA falls below an acceptable level, as listed below. “Hours attempted” include all credit hours, whether attempted in residence or accepted as transfer credit.

Hours Attempted & Minimum Resident Cumulative GPA

1-30 1.60

31-60 1.80

61 or more 2.00

A student on academic probation will continue on probation until his or her resident cumulative GPA reaches that required for good standing or until the student’s GPA for any semester falls below 2.00.

Academic Suspension - A student on academic probation who fails to earn a GPA of at least 2.00 in any term that he or she is on probation will be suspended. For this calculation, an I mark will be computed as an F. Readmission to the university will be denied for at least one regular semester (not including the summer term). Both the suspension and the readmission will be recorded on the student's transcript. No student shall be academically suspended unless he or she has been placed on probation for at least one semester.

To continue enrollment without interruption, a student may be readmitted through one of the following options:

Attend the University of Mississippi during the summer term and earn a semester GPA of 2.00 or higher on 12 or more hours.

Invoke the Forgiveness Policy. This option may allow a student to raise his or her GPA to a point that makes it possible to continue (Policy Directory: Policy Code ACA.AR.200.003).

Enroll in the Contractual Readmission Program at least two weeks prior to the first day of classes in the fall or spring semester. A student in the Contractual Readmission Program is required to meet before the first day of classes with a Learning Specialist in the Center for Student Success and First Year Experience to arrange an acceptable class schedule of 12 to 16 credit hours and to create a personal academic success plan. A student in the Contractual Readmission Program also is required to enroll in and successfully complete EDHE 202, Fundamentals of Active Learning, and to earn a

2.20 semester GPA or higher in the returning semester. A student who completes the Contractual Readmission Program requirements, but who earns a semester GPA of between 2.00 and 2.19 may continue in the program to complete all requirements during the following semester.

A student will be academically dismissed if the student fails to:

Achieve good standing, or

Achieve at least a 2.00 semester GPA on 12 or more hours, or

Complete all Contractual Readmission program requirements at the end of the second semester in the program. Both the suspension and the readmission will be recorded on the student's permanent transcript. No student shall be academically suspended unless he or she has been placed on probation for at least one semester.

Academic Dismissal – If a student is on probation as a result of having returned from an academic suspension or dismissal and fails to meet the 2.00 GPA retention standard for any semester, then he or she will be academically dismissed for one calendar year. For this calculation, an I mark will be computed as an F. Readmission is automatic for students who have been dismissed only one time and have sat out one calendar year.

Students are required to submit an online application for readmission. No student shall be academically dismissed from the university unless he or she has first been previously academically suspended or dismissed.

To continue enrollment without interruption, a student may be readmitted through one of the following options:

Appeal. Readmission will be determined by the Committee on Academic Dismissal Appeals.

Attend the University of Mississippi during the summer term and earn a semester GPA of 2.00 or higher on 12 or more hours.

Invoke the Forgiveness Policy. This option may allow a student to raise his or her GPA to a point that makes it possible to continue (Policy Directory: Policy Code ACA.AR.200.003).

Academic Department/Units Terms –

Academic Support Programs (ASP) – Academic Support is a branch/unit under the Center for Student Success and First-Year Experience. This branch supports the EDHE 101: Academic Skills for College course, EDHE 202: Fundamentals of Active Learning, and EDHE 303: Academic Skills for Transfer Students. Academic Consultations, Student Success Coaching, Student Success Tutoring, Student Success Workshops, and the Contractual Readmission Program are all programs under Academic Support.

Center for Student Success and First-Year Experience (CSSFYE) – Home to Academic Support Programs but also Academic Advising (primarily for freshmen), Student Success Coaching, Retention and Persistence, First-Year Experience (EDHE 105: First-Year Experience Course and EDHE 303: Transfer Year Experience course), and Veterans and Military Services. A department under the Division of Student Affairs.

Department of Higher Education – Department in the School of Education that oversees the academic component for EDHE courses housed in CSSFYE (ASP and FYE). Works with the Assistant Directors of these programs on curriculum when needed, serves as academic chair when needed to address student grade disputes, and verifies information for SACCS when needed.

Office of the Provost – Serves as the Academic Affairs unit for the University of Mississippi and works with ASP on funding, answering course curriculum information, and representatives from this office meet with the ASP staff on a routine basis to discuss number of students on Academic Warning/Academic Probation, Academic Suspension, or Academic Dismissal.

EDHE Course Terms –

EDHE 101: Academic Skills for College – The development of academic skills, including time management, note taking, reading textbooks, preparing for and taking examinations, and orientation to university life. 3-hour course.

EDHE 202: Fundamentals of Active Learning – Required for students readmitted to the university upon return from academic suspension or academic dismissal. Students must meet the contractual requirements of an academic success plan established by the academic support counselor. Requirements include participation in workshops (topics to

include comprehension, active learning, goal setting, time management, reading strategies, note taking, learning styles, etc.), individual and group meetings, logged study hours, and prescribed consults with other support units. Students must continue in the course until receiving a passing grade—2-hour course.

EDHE 303: Academic Skills for Transfer Students – The development of academic skills, including time management, note taking, reading textbooks, preparing for and taking examinations, and orientation to university life. 3-hour course.

Academic Support Programs Terms –

Academic Consultations – One-on-one, 30-Minute meetings with students (freshmen through graduate students) to discuss all things academics: time management, organization, study skills, test prep, note taking, etc. These are done throughout the week between 8 a.m. and 5 p.m. with a staff member of Academic Support Programs – either the Assistant Director or one of the two Learning Specialists, on occasion will be done by a Graduate Student.

Student Success Coaching – One-on-one, 30-minute meetings with students (freshmen) with Academic Support Programs GA Coach. Will discuss academics (same as consults), but also discusses life and social balance at the University. This program is designed to assist freshmen with the adjustment from high school to collegiate life. These are done

throughout the week 8 a.m. to 5 p.m. and depends on the Graduate Assistant's time in the office.

Student Success Workshops – Weekly, 30-minute workshops, open to everyone at the University (students, faculty, and staff). Topics include time management, planner maintenance, study skills, reading college texts, test preparation, and post-midterm planning assessments.

Contractual Readmission Program (CRP) – The Contractual Readmission Program is linked to EDHE 202: Fundamentals of Active Learning and students on Academic Suspension. This program is housed in Academic Support and requires students to fill out an application, go through an academic interview, and then have their information transferred to the Office of the Registrar to be readmitted to the University of the upcoming Fall or Spring semester. Students must make a 2.00 to avoid being placed on Academic Dismissal for the following semester, and must make a 2.20 to avoid having to take EDHE 202 again for the following semester (a 2.0 to 2.19 will require the student to retake EDHE 202, regardless of their grade the previous semester in the course).

Student Success Tutoring – A newer program for Academic Support, overseen by one of the Learning Specialists/Tutor Coordinator. Students can reach out to ASP to find a tutor for their course and are either sent to the department of the course for their tutoring or are given a tutor from Academic Support (if one is applicable).

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MANUSCRIPT I: INTRODUCTION

Summary

This DiP examines the use of Academic Consultations with freshmen students who have a GPA under 2.0, meaning they are either on Academic Warning or Academic Probation and required to take EDHE 101: Academic Skills for College for the following semester (focusing on a Fall to Spring cohort). Knowing this, this DiP seeks to understand better if Academic Consultations will assist students in returning to Good Standing (or close to avoiding Academic Suspension for the next semester) and if there are changes in their GPA at the end of the term. Manuscript 2 contains the evaluation plan with a timeline of when specific steps must be taken throughout the year to assess the student's academic standing. Finally, Manuscript 3 will explore the leadership style and other support personnel characteristics, such as the Academic Support Programs' leader, the Assistant Director, and the staff (e.g., Learning Specialists and Graduate Assistants). Under the direction of the Assistant Director, a marketing plan will be put into place for connecting students enrolled in EDHE 101 to the Academic Consultations, reviewing progress report grades (i.e., midterm grades), and then surveying those who participated at the end of the semester to reassess the overall question of do academic consultations assist students, with the future exploration of transfer students, students on suspension or dismissal, and those who did not participate in the initial pilot program.

Guiding Problem & Questions

Higher education's purpose has changed over time from the original notion of preparing "students for a few 'learned professions,' ... and to provide a strong, religiously tinged moral education" to now being associated with "extra-curricular clubs, majoring in a defined specialization, faculty research, [and] access for socioeconomically disadvantaged students." (Wai, 2019) Are colleges preparing students for the future? Moreover, are colleges allowing students to advance toward their degrees? Overall, colleges are, but some students are in academic peril because their academic grade point average (GPA) is too low to graduate, participate in some activities, or even declare specific majors. Students at many universities and colleges go on academic warning, academic probation, academic suspension, or academic dismissal if their GPA is below 2.0 for any given semester or multiple semesters. Falling below the 2.0 threshold becomes an academic issue because these students are not eligible for graduation, thus not being prepared for the future or being able to advance toward their degree. These students are spending more than the typical 4 to 5 years in college, changing majors' multiple times, and becoming outliers in cohorts for many colleges in tracking their progress. Programs are designed to assist students with academic warnings, academic probation, academic suspension, and academic dismissal, but it is up to the student to take advantage of them. The Center for Student Success and First-Year Experience at the University of Mississippi houses these programs in the Academic Support Programs branch. Academic Support Programs oversee the courses students take while on academic

warning or probation, on academic suspension, or returning from dismissal. Students can receive support through the following resources: a student success coaching program (i.e., for freshmen), attending weekly student success workshops (during the Fall and Spring semesters), academic consultations (open to all students enrolled at the University), and presentations and trainings are provided to various groups on campus in areas such as study skills, time management, and organizational skills, to name a few. The academic probation factor on campus is one that Academic Support oversees and strives to assist students in returning to good standing with the University academically.

The Importance of this Study

This study is essential for academic support programs, student success centers, and others within the realm of student support in higher education because it will, hopefully, show that with this additional support for a student's academics, these students can improve their GPA. Without the support, these students might not be as successful as others. I was one of these students who did not have this option during my freshman year of college and struggled to get back on track once I went on academic probation at the end of my first semester in college. When on academic warning or academic probation, academic support plays a pivotal role in guiding these students to "get them" back on track, aiming for that 2.0 (i.e., one has to have this as a simple factor in graduation), and ultimately assists with persistence and retention (i.e., equated to numbers we focus on every day). Without additional support for these students, they will (a) go elsewhere, (b) possibly discontinue their education altogether, or (c) negatively impact the number that

universities use to promote themselves and stand out amongst others in the field of higher education.

Statement of Problem

This study will explore the impact on same-semester grade point averages (GPAs) if any, and participation in academic consultations by freshmen students on academic warning or academic probation at the University of Mississippi.

Reflection on Positionality

August 2002, I enrolled at the University of Mississippi as a freshman, thinking I would be successful in what I was doing and where I was going. December 2002, I was placed on Academic Probation, something that I thought would never happen and I did not know what to do. We did not have a Center for Student Success and First-Year Experience or Academic Support Programs or an EDHE 101: Academic Skills for College to assist students (e.g., no workshops, consults, or coaching). I was lost. I did not know what to do, where to begin, or who to even ask for help. My parents were upset because my faculty/staff parent tuition was taken away, and I had to pay out of pocket for my college education, including loans.

I now work with students every day who were in my position. I help them in any way I can, such as finding resources for tutoring, working with me in academic consultations, or connecting with a student success coach. I chose this topic for my DiP because that is what I do daily, and I know it works for those who buy into the program, so I want to show others. I want to evaluate the programs to ensure they are suitable for

the students in this position so they do not have to struggle with academics like I did. I want to see their grades improve over the next semester.

Conceptual Framework

My conceptual framework has two main conceptual elements. They are Tinto's Theory of Student Departure and Astin's Theory of Student Involvement. This section describes these elements and how they relate to the University of Mississippi with students on Academic Warning/Academic Probation at the end of their first semester in college (typically focused on their first true Fall semester as a freshman).

For Tinto's Theory of Student Departure, several stages of a student's college career are examined, with the first being that of separation, which "requires students to disassociate themselves from the memberships in the past communities," such as their childhood, home, and typically that of high school (Tinto, 1988, p. 443). The second phase, transitioning to college, referred to as "a period of passage between the old and the new, between associations of the past and hoped for associations with communities of the present" (Tinto, 1988, p. 444). The third stage, "becoming integrated" or "incorporated into the community of college," is where the student finds or has a sense of belonging and becomes more ingrained into the "social and intellectual communities of college life." (Tinto, 1988, pp. 445-446). Suppose a student does not migrate through these three stages. In that case, he or she will find themselves with "difficulties associated with the individual's inability to attend to the problems that arise in those stages" and cause them to leave that college environment. (Tinto, 1988, p. 449).

These three areas Tinto describes are tracked each semester as students leave the University of Mississippi before completing their degree (i.e., if they respond to requests asking why they are leaving). Many students are away from home for the first time and do not know others coming to college (e.g., the distance from home is a significant factor). Citing that social fit (i.e., the sense of belonging) is not there for them, so they leave after receiving poor grades during their first semester at the University.

Astin's Theory of Student Involvement consists of three elements that focus on "inputs, environments, and outcomes," which link back to a student and their overall involvement at an institution of higher education. The first, input, examines the student's demographics, background, and previous experiences. Second, the student's environment looks "for all the experiences a student would have during college." Finally, the outcomes examine "a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college." ("Alexander Astin's Theory of Involvement," n.d.)

Students are placed on Academic Warning/Academic Probation because their grade point average falls below 2.0 for the given semester. With Astin's Theory of Student Involvement, one can see several reasons why this may happen to a student. One reason for falling below the 2.0 grade point average is their other experiences during college, such as are they involved in social life, are they studying, and are they applying the information given to them from their courses to prepare for exams or assignments. Some students come from preparatory high schools, and others come from lower-level or under-funded high schools. Therefore, the level of knowledge is not there as they are

sitting side-by-side in the same classes, trying to take the same notes and preparing for the same exams and assignments.

Literature Review

High school seniors who become college freshmen have to adapt quickly to changes in their surroundings for their personal endeavors and academic realities. Many high school students are taught to take a test. For example, they cover a specific chapter or lesson and take a test on the assigned material. In addition, some students are taught how to perform well on standardized state exams. When they enter college, they are overwhelmed with the information given to them for their first test midway through the semester. Beattie et al. (2018) asserted that “Transitioning from high school to college can be challenging, and success in one level of education does not guarantee success in another” (p.1). Students have to absorb large amounts of information for an exam, possibly having no assignments in between and need to identify a new approach to note-taking in their lecture-based courses. Damashek (2003) found that almost 25% of undergraduates in the United States will go on academic probation during their academic journey.

A 2018 article examined the difference between “divers and thrivers” as it relates to a student’s first year in college, with divers classified as those who have a grade point average (GPA) below their expectations and wait longer to do homework/study for exams than their peers known as thrivers (Beattie et al., 2018). Students who fall below a 2.0 GPA are placed on Academic Warning or Academic Probation, thus diving into their first semester of college, specifically at the University of Mississippi, where they gain

attention from the Academic Support Programs Branch of the Center for Student Success and First-Year Experience.

Research has looked at success courses for students and services for students (Bowering et al., 2017; McGrath & Burd, 2012; Agnrist et al., 2009; Renzulli, 2015; Sneyers & De Witte, 2017:2018; Blankenship et al., 2020; Casey, 2003; Lane, 2018; Habley et al., 2010; Pagan & Edwards-Wilson, 2003; Yomtov et al., 2017), performance standards (Lindo et al., 2010), and transitioning from probation back to good standing (Giampa & Symbaluk, 2018; Kelley, 1996; Abelman & Molina, 2002). These three areas address the basic functions of an academic support program housed in a college/university setting, such as their role, their need, and the transition of students in and out of the program.

As a new cohort of students enters a college/university setting each year, after their first semester, some students will be placed on academic warning or academic probation to start the cycle of students needing assistance again. “There is opportunity to assess the precursors to probation: help students avoid probation in the first place” (Kelley, 1996, p. 32).

Student Courses and Student Services

Student success courses are designed to assist students in getting back into good academic standing. There have been many studies conducted on success courses. However, as McGrath and Burd (2012) found, only a few have been conducted for students who are actively on probation or deemed at-risk. “Many interventions for students on probation have been employed and studied, including intrusive advising, and

group meetings or workshops, but published research on success courses as an intervention specifically targeting students on probation is lacking” (McGrath & Burd, 2012, p. 45).

One study noted that “probation policies are often controversial in part because of concerns that they are too punitive or possibly hinder success” (Casey et al., 2018, p. 1646). The authors assert that “adopting stricter standards may be beneficial” if these colleges and universities want their students to succeed while on academic probation, and “if probation policies primarily discourage student effort and performance, they may reduce persistence and the likelihood of degree completion” (Casey et al., 2018, p. 1646). The authors ultimately found that if colleges and universities did use “the same threshold, this would be prima facie evidence that there was a consensus regarding the optimal performance standard,” being that there is a clear-cut line of when a student goes on probation, there is a set GPA and set standards in place to assist them in returning to good standing (Casey et al., 2018, p. 1671).

Some schools have found that first-year experience and academic support courses have assisted students in their first year at not only 4-year universities and colleges but also community colleges, especially those in Virginia. Cho and Karp (2013) found that many students come to college with preexisting issues “including inadequate knowledge about how to navigate college as well as poor academic skills. ... [these types of] courses [along with] academic supports to help students overcome skills deficiencies and success in their institutions. Student success courses have been devised as an additional method to help students succeed” (Cho & Karp, 2013, pp. 97-101).

Other studies have examined the student services side of colleges and universities. Students have had the option to learn new strategies if they were placed on academic probation; however, “little existing research illustrates the study strategies that work best when university students who either struggle academically or are placed on academic probation” (Renzulli, 2015, p. 29) With the use of study skills taught to these students, Renzulli (2015) was able to improve “the performance of students placed on academic probation” and also found that with the use of continued advising and teaching of these skills, the students who were facing probation (or who were on) fared better than those who were “left” to struggle academically (p. 29).

Bowering, Mills, and Merritt (2017) found that being engaged with faculty as a component of student success initiatives was also essential and stated that “frequent student interactions with faculty members, the availability of academic advising, as well as an explicitly stated university mission that commits to student success” is vital for these students to continue in their educational path (p. 1). Despite having tutoring, workshops, supplemental instruction, peer mentoring, and early alert systems in place, there are still issues with students who struggle academically and end up on academic probation, or worse, during their time in college (Bowering et al., 2017).

Peer mentoring is another student success method many colleges and universities are implementing to assist students on academic probation. “Peer mentors now find themselves working for inclusion efforts, advancing health and wellness, academic support, supporting at-risk students, in addition to dozens of other campaigns reflecting on institution’s particular priorities, and are a common intervention to retain first-year

students” (Blankenship et al., 2020, p. 92). Casey (2013), Habley et al. (2010), and Lane (2018) echoed these sentiments in their research. Pagan & Edwards-Wilson (2003) found that peer mentoring significantly increased an at-risk academic probation student’s GPA from one semester to the next. Yomtov, Plunkett, Efrat, and Martin (2013) found that peer mentoring increased students’ social integration and positively connected them to their specific colleges and universities.

One of the biggest takeaways from current research is that from Sneyers and De Witte (2017, 2018), where they found that, in fact, “academic probation has a significant negative effect on retention” but not graduation (p. 208). If one was to combine all services with learning and use student-faculty mentoring, the authors found there was “a significant positive effect on both retention and graduation.” This combination had a high impact on those who were deemed at-risk students or those who are on academic probation (Sneyers & De Witte, 2017:2018, p. 208).

Performance Standards

“Placing students on academic probation is equivalent to setting a minimum standard for their future performance” (Lindo et al., 2010, p. 96). Performance standards, as identified by Lindo, Sanders, and Oreeopoulos (2010), claimed that students viewed academic probation as “a threat of punishment, as failure to improve one’s grades after being placed on probation,” and, ultimately, leading to academic suspension (p. 95). They found that female students responded better and more frequently than their male counterparts when asked to participate. These performance standards found much discouragement among the students, and if the students stayed discouraged throughout

their time in school, they would probably drop out. However, motivated students were more inclined to stay at their college or university (Lindo et al., 2010).

When looking at gender as a marker, Angrist, Lang, & Oreopoulos (2007) found that women were more responsive to positive incentives for meeting performance standards than their male counterparts. Dynarski (2008) also found that women had higher completion rates than their male counterparts in looking specifically at the financial aspects of college. These are positive factors for graduation and retention linked to performance standards.

In continuing with performance standards with students on academic probation, Fong and Krause (2014) examined the underachievement and motivation of students who were deemed at-risk. In this study, those who were performing lower, deemed underachievers, wanted and needed the positive feedback from instructors in that “having positive affirmation from instructors ... [made them] feel motivated and [wanted to] continue to reach their potential” (Fong & Krause, 2014, pp. 262-263). Setting a higher performance standard for faculty worked in favor of those on academic probation because they felt more a part of the learning environment. Based on positive and constructive instructor feedback, students strived to stay off probation throughout the rest of their time at the institution.

Transitioning Back to Good Academic Standing

The goal for any student is to be back in good academic standing at the end of each semester. Be it Fall, Spring, or Summer, taking 12, 15, or 18 class hours, the goal is always to go back into good standing, which means the GPA is over 2.0 for a given

semester, which will then raise the cumulative GPA for graduation purposes. As such, being proactive about study skills, asking questions, going to workshops, or speaking with instructors is essential for any student to do during their time in college.

One study looked at students on academic probation and found that two precise notions came up when talking to students on probation – they felt embarrassment and shame for their grades. Giampa and Symbaluk (2018) saw that these two areas are why students were not asking for assistance and found that many did not even know where to begin to ask (i.e., they may have never been told whom to ask for assistance or guidance). The authors found that to assist the students, they have to improve the training and development of their staff at the college or university. For instance, if staff reached out to students on probation, communicated with them more, and helped them during this period, the student would “successfully transition” off probation (Giampa & Symbaluk, 2018, p. 73).

Conclusion

As stated earlier, the goal is to return to good standing with the college or university after probationary placement. The overall goal is to graduate from college, be it four or six years, no matter the length of time, the goal is to graduate. This study will examine the programs students can use as a freshman, on academic warning or academic probation, to better themselves academically and personally with a better understanding of time management, organization, and use of study skills to assist them throughout their careers. Academic Consultations have not been studied in tandem with other student success options for students to use. A gap in the literature notes that this area is

somewhat new, so this area could increase student participation and return students to Good Standing academically. Academic Coaching is the newest student success resource on many college campuses, so it will take time to tell how beneficial this is for students in the long run. Consultations are like coaching sessions but more focused on academics, not life balance. Further research is needed on the success programs (academic programs) used to help address the needs of students on academic probation, removing their probation status and ultimately graduating with the degree of their choosing.

Academic Consultations is one of several student success programs within the Academic Support Programs branch of the Center for Student Success and First-Year Experience. This program is evaluated each month on the total number of students served. However, it is not studied to see how effective it is in assisting students on academic warning or academic probation (i.e., suspension or returning from dismissal). More research on these areas will benefit not only the student but also the staff within this branch to assist the students better while they are at the University of Mississippi.

Overview and Plan for Manuscript II

Manuscript 2 will delve into an evaluation plan of the programs offered by Academic Support Programs at the University of Mississippi, focused explicitly on Academic Consultations. This program will be examined through the lens of how it assists freshmen students as their goal is to be back into Good Standing academically by the end of the Spring semester (i.e., having above a 2.0 GPA). The questions this study seeks to examine are: (a) what is working, (b) how are they working, and (c) are students succeeding?

Stakeholders for this proposal include the freshmen students, faculty and staff, and graduate students facilitating the programs in ASP, parents of these freshmen students, the Center for Student Success and First-Year Experience, and the University of Mississippi. One of the top stakeholders is freshmen students, mainly because these programs help them raise their GPAs (i.e., to improve their academic standing at the University). The other high-ranking stakeholder is Academic Support because their programs are being evaluated for their efficiency and effectiveness. The freshmen students' parents are essential because of their vested interest in their child's education. The Center for Student Success and First-Year Experience oversees the Academic Support Programs branch. Therefore, it is a crucial stakeholder because its faculty, staff, and graduate assistants that assist these students. Lastly, the University is a prime stakeholder regarding retention and persistence.

Conclusion of Manuscript I

As stated throughout this manuscript, this DiP evaluates Academic Consultations within the Academic Support Programs branch of the Center for Student Success and First-Year Experience at the University of Mississippi. This DiP will specifically examine how academic consultations are being used with students on Academic Warning/Academic Probation (e.g., those below a 2.0 grade point average for their first semester). To answer whether their GPAs change within the subsequent semester (i.e., the Spring semester, directly after the first Fall) while on probation. Students on probation fund these programs, and therefore, they must be evaluated to ensure that they are working effectively and efficiently for this student population. These programs are

accessible to all students on campus; however, little is known about the impact these programs have on probationary student outcomes.

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MANUSCRIPT II:

Abstract, Manuscript II

The second part of this DiP focuses on the evaluation process. The overall goal remains the same, do Academic Consultations assist freshmen students with their GPA at the end of the semester, and are there any changes to the student's GPA within the same semester that leads to Good Standing (or close enough to avoid Academic Suspension)? The program evaluation examines the purpose, timeline, questions for the program, the plan, stakeholders, resources needed to conduct this process, and the results. The information provided in this manuscript outlines how Academic Support Programs currently enroll students in EDHE 101: *Academic Skills for College* and the support personnel involved. Academic Consultations have been added to ascertain the interaction between students and faculty in the EDHE courses, with students engaging in these consultations. The interpretation of the results will be assessed to determine the program's effectiveness and the need to explore other aspects of Academic Support for future studies.

Summary of Guiding Problem & Questions with Statement of Problem

This DiP focuses on freshmen students on Academic Warning or Academic Probation at the University of Mississippi after their first semester and those who utilize services in the Center for Student Success and First-Year Experience Academic Support Programs branch. Academic Consultations (30-minute one-on-one meeting with a full-

time staff member or a graduate assistant/mentor) is the primary service under review. Academic Support Programs does offer several other services, such as Student Success Coaching, Student Success Workshops, Student Success Tutoring, EDHE 101: Academic Skills for College, EDHE 202: Fundamentals of Active Learning, EDHE 303: Academic Skills for Transfer Students, The ChitChat (a YouTube Interview Show), a peer mentoring program, among others. EDHE 101 will be a part of this study since the students on Academic Probation will have to enroll in 101 and participate in the consults. Once this initial study is complete, other areas may be examined for effectiveness.

The main goal is to see if a student's grade point average increases while on Academic Warning or Academic Probation while enrolled in EDHE 101: Academic Skills for College). During the Academic Consultations, students should use the skills they are learning or practicing in EDHE alongside the consults in their other classes. At the end of the semester, Academic Support Programs will send out a survey questionnaire to students enrolled in EDHE 101 and participating in the Academic Consultations. A GPA report will also be generated from Fall to Spring (or vis versa) to see if there is any difference between the two.

Students at the University of Mississippi must have at least a 2.0 GPA to graduate. If their GPA falls below the 2.0 threshold, students go on Academic Warning or Academic Probation, no matter what semester they are enrolled and cannot graduate. By working with freshmen students early to get back into Good Standing, we can see whether retention/persistence and graduation rates increase and whether these students can succeed at this level. There is a monetary fee that students enrolled in EDHE 101 are

required to pay (\$200) to offset administrative salaries and program resources; however, all other support services are at no cost and open to all campus constituents – freshmen to graduate students.

Plan for Methodology

Evaluation Purpose

The purpose of this evaluation is to get a better understanding of what resources students need while on Academic Warning/Academic Probation at the University of Mississippi. For example, these resources could be study skills, assistance with time management and organization, or simply having someone to talk to about their academic struggles in college. Do our activities in Academic Support Programs work for our students, or do they need to be changed?

Evaluation Questions

- The over-arching question for Academic Support Programs is whether academic consultations assist students on Academic Warning/Academic Probation?
- Is the staff (full-time and graduate students) trained effectively to assist these students?
- What is the student using in their other classes to assist them in getting back into Good Standing with the University?
- If consults work, can we look at Student Success Coaching and Student Success Workshops as the two potential evaluation areas?

Evaluation Approach

Students will enroll in EDHE 101: Academic Skills for College and be offered additional services from Academic Support Programs. For instance, ASP already oversees EDHE 101, 202, and 303. The course instructors for these courses will be asked to show an in-class video and provide students with handouts; then, the consults will be mailed out to students through ASP.

Once a student participates in a consultation, their University ID Number will be added to a spreadsheet and used to look up their grade point average at the end of the semester (i.e., to compare Fall to Spring or Spring to Fall, depending on which cohort they are in). At the end of the semester, students will be sent the questionnaire and asked to complete it (e.g., in Qualtrics). If not done in a week, the students will receive a call or text so we can work on gathering a good number of responses. Once those results are in, I will look at the findings and compare GPAs and the student responses to see if the consults favor Academic Support Programs. (See Appendix A for Questionnaire Instrument).

Analysis Plan

After grades are posted in My.OleMiss.Edu, and the surveys are completed, I will look at the general responses from students' classes to see if their grade point average has increased or if they have gone on Academic Suspension. ASP works hard to keep students from going on Academic Suspension. If needed, a full-time staff member or graduate student would be matched with the student to help them get back on track.

Often, students are not receptive or open to advice from ASP until they fall behind in their classes or are on the verge of failing.

The Progress Report is another tool that ASP uses to assess where a student stands after the 30/35-day mark in the semester. A report will be generated and shared with various stakeholders to show whether additional academic support aids in degree progression. This report could garner more support and awareness from the University and depict the value of ASP in student retention. Student responses will be captured in Qualtrics, along with a corresponding GPA report.

Stakeholders

(List of Stakeholders and Summary of their Role, pulled from the Stakeholder Assignment)

1. The freshmen students in the cohort would be a group of stakeholders. Their status is 'Academic Warning/Academic Probation,' and they strive to return to Good Standing. They will take classes and interact with Academic Support Staff to use the three support services available.
2. The families of the freshmen students in the cohort. The role of the family is to ensure that student does the best they can. Many of these families are paying for them to be in college (i.e., EDHE 101 charges an additional course fee), so they want to ensure their student returns to Good Standing. For example, many families allow their students to return for one more semester to redeem themselves before pulling them out of the University.)

3. The Academic Support Programs Staff (includes full-time and graduate students).
Their role is either teaching the EDHE 101: Academic Skills for College course and assisting the students academically or overseeing and conducting the consults for the freshmen cohort.
4. The Center for Student Success and First-Year Experience, as a whole. Their role is overseeing ASP, advising many of these students on Academic Probation, and working on the retention numbers from Fall to Spring to Fall to ensure that students persist through the University's academic system and return from semester to semester.
5. The Department of Higher Education in the School of Education, as a whole.
Their role is overseeing the EDHE course – the course is under this department, so if there are issues or items to be addressed, then the ASP group works with the Higher Ed faculty/chair to make sure students are taken care of throughout their semester in the course (EDHE stands for School of Education – ED and Higher Education – HE).
6. The Office of the Provost, as a whole. Their role is overseeing everything academically on campus (i.e., the EDHE class, the instructor, Academic Support, CSSFYE, and the Department of Higher Education). The Office of the Provost has much at stake in ensuring students are given the tools they need to learn and return to Good Standing.

Each of these stakeholders plays a critical role in the success of these students. The students are essential stakeholders because they are the ones on Academic

Warning/Academic Probation and working on getting back into Good Standing, plus they are the ones who are partaking in the Academic Consults and are supposed to be using what they are learning in class and at these sessions to improve their GPA. The families are important because many are paying for their student's education (e.g., directly with a check or credit card or through financial assistance). Therefore, the families have a vested interest in the student's academic performance. ASP is the unit overseeing all of these activities: the EDHE classes and the Academic Consults. If something is not working, ASP can alter or tweak the delivery of services based on student needs. CSSFYE oversees ASP and receives many requests, especially from students' parents, to solicit the help of ASP in meeting their child's needs. Higher Education is the academic entity over the EDHE classes that work with ASP on handling information about grades, instructors, and sometimes the administrative tasks of running the program. Lastly, the Provost's Office is salient because they serve as the academic arm of the University. Academic decisions are filtered through this office and trickle down to those teaching the courses. In addition, this office also works with ASP on other projects and has been very receptive to the work ASP is doing to retain students. Therefore, ASP is responsible for ensuring we are moving forward in a positive direction.

Other Key Stakeholders

A few other critical stakeholders working with Academic Support Programs and the Academic Consultations would be the Office of Fraternity and Sorority Life (e.g., for students in Greek Life), Transfer Students (e.g., those in EDHE 303: Academic Skills for Transfer Students), Graduate Students (e.g., those who want to go into Higher Education

or into teaching fields to work with Academic Support Programs on delivering Academic Consultations to students), Developmental Studies (e.g., this program, in particular, since these students are already at an academic disadvantage with low or no ACT/SAT scores would be beneficial to work with Academic Support Programs and the services we have to offer in the Center for Student Success), and Rebel Ready with Ole Miss Athletics (e.g., for an introductory session to life at the University to showcase Academic Support services and resources across campus, not just those housed in athletics).

Timelines and Resources

Timeline -

- December, after Fall grades have been posted: the Assistant Director of Retention for the Center for Student Success drafts the cohort list for tagging students in SAP who need to be in EDHE 101 for the Spring semester, which triggers communication with Academic Support Programs staff to contact these students and include information about Academic Consultations in the literature mailed and emailed to these students over the break.
- December and January, before the semester begins: the Assistant Director and the Learning Specialists for Academic Support Programs work with their graduate students to place students in EDHE 101 and work on a media campaigns to be sent from EDHE 101 Instructors to these students during the second week of the Spring semester.

- January, the first week of the semester: Students are enrolling and attending EDHE 101; instructors begin talking about consults and watch ASP's short videos on what this program is and how it assists students.
- January/February, the second week of the semester: Instructors in EDHE 101 send out a media campaign to students about signing up for consults and begin to send students to ASP for additional support. ASP starts to track these students with their visits.
- February, end of the month /March, beginning of the month for Spring Progress Reports: ASP begins to look at midterm grades (now known as Progress Reports) and see how students are progressing throughout the semester. Another media campaign is sent to students to discuss their grades, and they sign up for consults.
- In March, after Spring Break, the original media campaign is sent back to students via ASP's social media presence and the ASP email account to invite students to sign up for consults.
- Late April/Early May: Final Grades are due from Instructors. A survey is sent to students.
- Middle of May: Grades are reviewed and compared from the Fall semester to Spring, then examined using consults.
- June: Report is created, and initial information is shared with the planning team.
- June, end of the month: the committee meets to discuss the information, evaluate the process, and then determine what changes ASP needs to make throughout the Fall semester to begin working on a new cohort in December/January.

- October: Academic Support begins prepping for the Spring sections of EDHE 101 classes, determining graduate assistant duties for the Spring, and working on finalizing information from the last June team planning meeting.
- November: the committee meets again to discuss what ASP has been working on throughout the Fall, making any adjustments as needed, and then preparing for the December cohort list.
- December, after Fall grades have been posted: the new cohort begins the next process.

Resources –

ASP will need the following resources to complete the project:

- Students who go on Academic Warning/Academic Probation
- Several sections of EDHE 101 for the following semester, with the appropriate number of instructors
- Several graduate students/assistants to work with the full-time staff on meeting the needs of those who go on probation and then requesting consults
- Training time for the graduate students in ASP to become prepared to meet with students throughout the semester
- Space to hold consults (in the Johnson Commons East, first floor)
- Access to SAP to pull reports
- Access to Qualtrics to compile the survey

Communication and Reporting Plan

Communication with the students placed into EDHE 101 will begin in December. These communications will continue throughout the break, into early January if this is a Fall to Spring cohort. After the students are enrolled in the course, the instructors will communicate with the students about the services Academic Support Programs has to offer by showing a short video in class and uploading a flyer on Blackboard created by the ASP team. ASP will also communicate with all probation students via email, social media (Facebook, Instagram, Twitter, YouTube), and text messaging.

After completion, students will engage in Academic Consultations throughout the semester. There is not a set number of times a student is required to have/request a consult. Ideally, the student will complete several over the course of the semester, which will be reviewed at the end, with the hope of showing that the more a student engages, the better their GPA.

Afterward, a report will be written to show the findings and to compare the GPAs of those who did vs. those who did not participate, to show the difference in the number of times someone participated in a consult, and to show (hopefully) how effective the use of consults are for students who are on Academic Warning/Academic Probation.

The report will be sent to instructors of EDHE 101, the CSSFYE Leadership Team, faculty in the Department of Higher Education, and members of the Office of the Provost. The report will include information on the demographics of the current cohort, GPA ranges, and student quotes from those who took part in consults, among others. Graphics will be used alongside traditional text to show numbers in pictorial form for easy access and reading. The report will include discussions about academic standings,

the freshmen cohort, ASP, EDHE, and any issues encountered during the semester with the process (along with solutions). For Spring use, a report will be written during the Summer; for Fall, a report will be written during the Spring.

Results

Do Academic Consultations work? The answer is hopefully yes!

Interpretation and Refining the Results

Based on the data, Academic Support will know whether or not Academic Consultations throughout the semester have worked or have not worked for students. Additionally, the data will reveal whether the student's GPA has changed in the same semester (i.e., higher than before) and they returned to Good Standing, or the student, goes on Academic Suspension, then the consults might not have worked out as well as initially planned.

If Academic Consultations are deemed adequate, the information and communication will be revised for students (when necessary), such as modifying time management worksheets to assist those who are working jobs, including resources for financial literacy from the Office of Financial Aid and working with the University to develop quiet study spaces around campus for students to use, and more.

If they do not work, then Academic Support needs to look at several things: (a) how are (or were) staff trained to give out information and what needs to be strengthened based on the feedback, (b) what study skills are students using and how are they using them for Academic Support to get a better grasp on modifications to those that help

students study, and (c) are students using these skills in their other classes or is it a complete waste of time and energy.

The overall goal is to confirm that Academic Consultations work, but how well are students performing in the classroom using what they learn during these sessions? That is another area that needs to be explored in “show and tell, then you use it and see what works.” The confirmation would indicate that Academic Consults should be included in EDHE 303: Academic Skills for Transfer Students, EDHE 202: Fundamentals of Active Learning, and all students in EDHE 101: Academic Skills for College.

Academic Support will also expand to other departments, such as working with Nutrition and Hospitality Management and Civil Engineering for their introductory courses. However, much support is needed, specifically the Office of the Provost, to assist ASP in reaching out to other departments across campus. For example, students in the introductory courses meet with a staff member each semester for an Academic Consultation. Hence, they know the resources provided around campus, have someone to discuss their academics with, and can learn more about what Academic Support can do for them while at the University of Mississippi. It has been a successful program for the past few semesters, and ASP will continue to do this, including branching out to other departments. (See Appendix B for a Potential List of Introductory Courses ASP could Partner with Across Campus.)

Looking into staff training at a deeper level, Academic Support Programs may consider using motivational interviewing to better understand where the students are coming from, from the very beginning (first consult). This training would assist the staff

through the use of the five pillars, which are “autonomy, acceptance, adaptation, empathy, and evocation,” from which the staff would be able to hopefully produce “positive results” for students in their academic journey here at the University of Mississippi (“Center for Homeland Defense and Security,” n.d.) Academic Support would work with colleagues in the School of Education, particularly those in the Department of Leadership and Counselor Education, to assist with this training staff members each semester – from the Assistant Director and the Learning Specialists to the Graduate Assistants/Mentors.

Academic Support can also work with the Center for Excellence in Teaching and Learning on training other graduate students to use these methods with their undergraduate students in class and one-on-one settings. The list of opportunities for increasing Academic Consultations across campus could be endless. For instance, working within the Division of Diversity and Inclusion and the Center for Inclusion and Cross-Cultural Engagement, the Bonner Scholars Program; the School of Business (introductory courses); the School of Pharmacy for the Oxford and Jackson campuses; the Luckyday Scholars Program; the Ole Miss Opportunity Scholars; IMPACT and Success Scholars programs with our own Student Success Coaches. Now, there is no way to completely prevent a student from going on Academic Warning/Academic Probation during their first semester, or any semester, at the University. However, Academic Consults may be one way to help decrease the number of students from being placed on Academic Warning/Academic Probation.

If the Academic Consultation model proves sustainable, Academic Support will also explore the Student Success Coaching model for freshmen and upperclassmen; Student Success Workshops; Student Success Tutoring (something new concept for Academic Support); and evaluate all courses (i.e., EDHE 101, 202, and 303).

Conclusion of Manuscript II

As stated throughout this manuscript, this dissertation focuses on evaluating Academic Consultations within the Academic Support Programs branch of the Center for Student Success and First-Year Experience at the University of Mississippi as they relate to freshmen who are on Academic Warning/Academic Probation from their first semester. An evaluation of the program will be examined as part of determining the overall merit or interworking of Academic Support Programs by conducting Academic Consultations and the hope they are seen as beneficial for students to use during this academic time at the University of Mississippi. If Academic Consultations are not deemed appropriate, the staff in Academic Support Programs will redefine, develop, and create a new form of Academic Consultation that is best for students. If deemed successful, what is next? What is next in terms of leadership for the branch? What needs to occur with other entities of the program? What is next for the students as they hopefully venture back into Good Standing, academically, with the University?

LIST OF APPENDICES

APPENDIX A

APPENDIX A

Questionnaire Instrument

Survey: Hello, and thank you for agreeing to participate in this survey based on your experience this semester with Academic Support Programs here at the University of Mississippi. This survey will assist our team in better knowing what you did throughout the semester with our services and what might need to be changed. We value your time and input to these questions, so this should not take long to complete.

If you have any questions or need additional information, please contact Jeremy Roberts, Assistant Director of Academic Support Programs, via phone at 662.915.2230 or via email at jtrober1@olemiss.edu.

Thank you,

Start Survey –

Name (fill in name)

University ID Number (fill in University ID Number)

What caused you to go on Academic Warning/Academic Probation this past semester (the Fall)?

(Select any from the listed below, multiple choices allowed)

- Lack of preparation from high school to college (study skills and note taking)
 - Poor Time Management and Organization
 - Uninterested in classes/major selected (major fit as an issue)
 - Other (please explain, short description box)
-

Rate your experience with Academic Consultations with 1 being dissatisfied to 5 being satisfied

1 2 3 4 5

Explain your answer (short description box)

What did you learn from your time in our office with Academic Consultations (please use the box below to briefly explain, short description box)

What time of the semester did you begin the consults? (Please select one of the following listed below)

- The beginning of the semester
 - After an exam or major assignment in a class
 - After Progress Report/Midterm Grades were reported
 - At the end of the semester
-

What did you use to better help you in classes?

(Select any from the listed below, multiple choices allowed)

- New note-taking strategies
 - New study skills strategies
 - Spaced out studying and increased study habits
 - Actually, attended more class than the semester before
 - Went to faculty office hours
 - Utilized on-campus tutoring services
 - Other, please explain: (short description box)
-

How often did you reach out for academic assistance this semester?

(please select from the listings below)

- 0 times
 - 1 to 3 times
 - 4 to 6 times
 - 7 to 9 times
 - More than 10
-

What did you do to personally change your academic standing?

(please use the box below to briefly explain what you did over the semester, short description box)

What additional services do you need assistance with?

(Select any from the listed below, multiple choices allowed)

- Financial Aid
 - Grade Forgiveness Information
 - Meeting with Academic Advisor
 - Becoming Involved in Student Organizations
 - Looking into a New Major/Help with the Career Center
 - Other, please explain: (short description box)
-

Which of Academic Support Programs Services would you use in an upcoming semester?

(Select any from the listed below, multiple choices allowed)

- Academic Consultation (one-on-one meeting)
 - Student Success Coaching (one-on-one meeting)
 - Student Success Workshop (group presentation on given topic)
-

Based on your experience this semester, would you refer your peers to using services provided by Academic Support Programs, specifically Academic Consultations?

- Yes
 - No
 - please use the box below to briefly explain your answer, short description box
-

What additional information would you like to share with Academic Support Programs based on your use of our services? (short description box)

Thank you for your time and your input with this information to better help Academic Support Programs know how we can better assist students on Academic Probation here at the University of Mississippi.

End Survey – [link back to ASP homepage](#)

APPENDIX B

APPENDIX B

List of Potential Introductory Classes to Partner with On Campus

CJ 100	Introduction to Criminal Justice
NHM 215	Introduction to Hospitality Management
PHIL 101	Introduction to Philosophy
SOC 101	Introduction to Sociology
POL 101	Introduction to American Politics
S St 101	Introduction to Southern Studies
PSY 201	Introduction to Psychology
CSD 201	Introduction to Communicative Disorders
SRA 194	Foundations of Leisure and Recreation
ENGR 100	Introduction to Engineering
JOUR 101	Media, News, & Audience
G St 201	Introduction to Gender Studies

MANUSCRIPT III:

Abstract, Manuscript III

The third and final part of this manuscript is a self-reflection of my own leadership style and how it relates to this DiP. My leadership style is two-fold: Leader-Member Exchange Theory and Servant Leadership, which I feel I have developed over time in my various positions at the University of Mississippi; a former place of employment in the town of Oxford, Mississippi; and how I have worked together with colleagues from the University, other institutions, and students/their families at the University of Mississippi. I have been a part of Academic Support Programs in some way since the Spring of 2014. For example, I began teaching EDHE 101 with multiple sections each Spring, then served as the Learning Specialist during Covid-19, became the Interim Assistant Director in January 2022, and now I serve as the full-time Assistant Director since July 2022. I have worked to develop ASP into what it is today but I always know there is more to do, see, and explore. This DiP and the leadership component bring these attributes to the forefront of this study. I will reflect upon my leadership styles, what I have learned about my skills and competencies, and how those will apply to the future as I become a leader in higher education.

Summary of Guiding Problem, Questions with Statement of Problem, & Conceptual Framework

The study is focused on freshmen students who are on Academic Warning or Academic Probation at the University of Mississippi after their first semester and students who utilize services in the Center for Student Success and First-Year Experience Academic Support Programs branch. The primary service is Academic Consultations (30-minute one-on-one meetings with a full-time staff member or a graduate assistant/mentor).

The main goal is to see if a student's grade point average increases while on Academic Warning or Academic Probation (i.e., being enrolled in EDHE 101: Academic Skills for College) and partaking in Academic Consultations throughout the semester. Students should use what they learn or practice in EDHE and the consults in their other classes. At the end of the semester, Academic Support Programs will send out a survey questionnaire to students enrolled in EDHE 101 and participating in Academic Consults. A report will also be generated to see Fall to Spring (or Spring to Fall) GPAs to see if there is a difference between the two.

Students at the University of Mississippi must have at least a 2.0 GPA to graduate. However, if a student is on Academic Warning or Academic Probation and their GPA is under 2.0, no matter what semester they are in, they will not be able to graduate. If we are able to work with freshmen students during their time at the University, return to Good Standing, then the retention/persistence and graduation rates will increase over time.

One may ask how leadership fits within this DiP, and I would say that I currently serve as the Assistant Director of Academic Support Programs, so nearly all of the day-

to-day decisions are implemented through my office I work with a team within ASP, but many of them are new to their position(s) so they are learning from what I am doing daily, which then has them implementing actions based on my actions or decisions. My opinions and thoughts are sought out in various ways throughout all of Academic Support – be it through the courses, the workshops, how consultations are done, the way we need to reach out to students or have them reach out to us, and the list goes on, so my leadership style(s) is what connects our actions to our students.

Linking back to the conceptual framework of Tinto’s Theory of Student Departure and Astin’s Theory of Student Involvement, one can see how each theory's stages are used in Academic Support services to the students at the University of Mississippi. Tinto brings in the disassociation, transition to college, and becoming integrated as the need to connect themselves to the current – most notably for Academic Support Programs, the student needs to connect themselves to what is going on in their classes and their academic journey to be successful at the University, they could potentially get “stuck” in the EDHE cycle and see themselves leaving the University through Academic Dismissal. As the staff in Academic Support Programs work to assist students in their journey, the student has to be the one to have buy-in to what is going on in order for them to complete their journey. With Astin’s three elements, students use “inputs, environments, and outcomes” linking to a student’s overall involvement at the University of Mississippi. First, one can put together a picture of a student with their demographics, background information, and previous experience to better understand what the student intends to do with their time here at the University. Second, the

environment is examined from all areas for the overall experience. Finally, the student has the overall outcomes in what makes them successful, or not, at the University – all of which Academic Support Programs can use in Academic Consultations to get a better picture of a student and their day-to-day life, through their own academic journey at the University. The goal is to have the student succeed. The theories allow for Academic Support Programs to gain a better sense of understanding where the student is at any point throughout their collegiate career.

Leadership Philosophy Statement

My Personal Narrative

Over the past several years, in my roles with the University, I have been asked what is my leadership style. I always think back to a leadership course I took when working on my Masters at the University of Memphis. In this class, we had to read and examine each leadership type and then take an assessment that showed what our trait would seem to be, and it always came back to the Leader-Member Exchange Theory, which I firmly believe is my true personality trait. This trait has allowed me to grow in my past leadership roles and current, but it has a few flaws. Over the years, I have had to add to my leadership style, which has come from Servant Leadership and Transformational Leadership, specifically with what I am doing now in my career and with the students I work with daily. These styles make me who I am today - room for growth, and the ability to adjust to what is needed in my surroundings.

Why Leader-Member Exchange

Leader-Member Exchange allows me to create relationships with those I work with to get a job done, or as the book says, “conceptualizes leadership as a process that is centered on the interactions between leaders and followers. . . . makes the dyadic relationship between leaders and follows the focal point of the leadership process” (Northouse, 2018, p. 139). With this, I have to rely on the information of others to help guide the process of what we are doing, what I am doing, and how we can continue to do what we do. I feel that I have a good relationship with most of the people that I work with. One of the flaws of this leadership theory is that relationships tend to overlook other things and may come off as “unfair and discriminatory” (Northouse, 2018, p. 149) which is something I am not ever wanting to do but can see how that happens if I work within specific groups or can somewhat isolate myself from working with others – not meaning to do that, but can appear that way. Leader-Member theory is set up to “serve as a good reminder for leaders to be fair and equal in how they approach each of their followers” (Northouse, 2018, p. 148).

Leader-Member Exchange also brings communication to the forefront of this theory. Without communication, one really cannot get much done. Communication between different groups is vital to any leadership style, especially Leader-Member Exchange, because exchange is in the type’s title. With communication, the effectiveness of this theory “occurs when the communication of leaders and followers is characterized by mutual trust, respect, and commitment” (Northouse, 2018, p. 148). Every day, I work with people in several different offices around campus, administrators in higher positions,

and people working their way up through their departments. I have to be able to communicate with different groups to better serve the needs of our students. In fact, this is where Servant Leadership truly comes in to play.

As a leader and a scholar-practitioner, I have to be able to use this style in nearly every function of my daily work – working with my director, working with my colleagues, working with people in the Office of the Registrar or the Office of the Provost, down to working with my graduate assistants for helping them to understand why they are here. I have to know what other institutions are doing. So that is why the Academic Probation Symposium was created, for me to gain insight as a scholar-practitioner of what else is out there and what we could be doing to better. What are we doing, or do we need to change things altogether? It goes back to open lines of communication to help build that into practice. I am asked to develop programs. I am tasked with increasing student success. I am able to open the lines of communication between students, their family members, and the University and their faculty (if needed). I feel like I have worked hard enough to become a trusted member of our institution's community and in society as a whole.

A large portion of what I do daily is data-driven from an institutional level – retention, drop-out rates/reasons why students are leaving the University, grade point averages, academic support and fundamental classes. I feel that these correlate with the CPED principles of equity, ethics, and social justice in that all students are truly given the same opportunity. GPAs do not lie. If someone is below a 2.0, they are in one of three standings overall – Academic Probation, Academic Suspension, or Academic Dismissal.

Depending on their semester status, students are enrolled in a particular course to help them get back on track, which relates to all three of CPED's principles because no student is being left behind in what we are doing. Now the student may not buy in to the process, and that is truly their right or purgative, but they are given the same chance as everyone else, especially in the way we conduct ourselves with the courses and personal interactions with the students who seek out our assistance.

Where's Servant Leadership?

Servant Leadership is defined as the focus “on behaviors leaders should exhibit to put followers first and to support follower's personal development. It is concerned with how leaders treat followers and the outcomes that are likely to emerge” (Northouse, 2018, p. 240). It has been a focus of mine ever since I worked at the funeral home several years ago and the families. I served them because they chose us to care for their loved ones. Servant Leadership stands out in how I work with graduate assistants and the students/families I work with daily. I would not call the families followers. However, they believe and rely on me to do what is best for them and give me something valuable to them – their student, so in a way, it is like a leader-follower dynamic). I have not studied Servant Leadership as much as I have Leader-Member Exchange Theory, but it is slowly taking thought and showing up in the practice of what I do daily. I do feel that I have to put my graduate assistants and students first in what I am doing with their direction and education. However, it is still a balancing act working with my counterparts/colleagues and administration. When I meet with students, I have to “make it a priority to listen to [them] ... and develop strong long-term relationships with them”

(Northouse, 2018, p. 240). There are graduate assistants I have worked with in the past that still reach out when they need advice or references, and I am happy to do that for them. I am meeting with students who start as a freshman and then go through their years, graduate, and come back or contact me to talk or thank me for what I did for them (something I blush at and tend to do for all of my students). I want them to know that I am there for them. Without them, there would be no us. I know there is more work to be done in Servant Leadership, and I am trying to learn as much as I can to become a better leader at heart and in my actions.

Tying in Transformational Leadership through Academic Support

Since starting in Academic Support Programs, the overall goal in this department has been to help students, no matter the issue. If they come to us, we help them to learn and grow. It is the purest definition of Transformational Leadership, which “involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership” (Northouse, 2010, p. 171). This style of leadership is seen through and through in Academic Support Programs – students come to us in their time of need, we assist them in their journey, and they (hopefully) become better for it in that this style is “concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings” (Northouse, 2010, p. 171). Let’s face it, some of our students have been cast out due to their grades and are down on themselves, so we have to help bring them back up, get them back on track, and make sure they are able to succeed. Academic Support can be

that beckon of light for them, that hope, and that place they go to when they need help on their academic journey. Then, Academic Support has succeeded in what we were meant to do for students here at the University. We transform their academic habits, albeit bad or good, or tweaking them here and there.

Do they work?

Leader-Member Exchange (personally), Servant Leadership (personally), and Transformational Leadership (with Academic Support) are working for me, the strongest being a Leader-Member. As mentioned earlier, I am still learning and will continue to learn about what is needed and shift when needed. The most humbling thing that can happen, in my opinion, is when someone tells you that you helped them get to where they are now. It sometimes hurts to do what I do when making difficult decisions with my staff or students. However, I always go back to the little thoughts and heartwarming smiles families would give when I did something good for them, something I did for all families, but when acknowledged, it truly does make your heart grow. Leadership is growing and constantly ever-changing.

Discussion

As a Scholar-Practitioner

Research has always slightly freighted me; I know I can do it if necessary, but something about it blocks me from it. One hears about research at an R1 University regularly. Many of my former colleagues were and are entrenched in research (being faculty first and one of their primary directives at the University, aside from teaching).

Being a scholar-practitioner allows me to rely more on what I am currently learning, what I have learned, and what I need to learn to get something accomplished without having to study it. It is more “doing than seeing and waiting for results,” and that excites me with this program. My daily work is action-based, never a dull moment, and always on the go. This work allows me to put together this DiP for something happening every semester at the University of Mississippi – students go below a 2.0 each semester. How can we assist them? What can we do to get them back on track? Research can show us over time, but what about right then and there, in the moment? That is what being a scholar-practitioner allows me to do. It also allows me to network with others in the Student Affairs/Academic Affairs fields about real-time issues. I can call colleagues at another institution or within our institution who are working with these same students to see what they are doing, implement it, work through it, and then reevaluate what needs to be done – collaborating, involving others, and working towards one common goal. My DiP affords me, in the scholar-practitioner realm, to take what I am passionate about and enjoy doing, which entails interacting with students, working with them, and coming up with a plan right now for getting them back into Good Standing, academically, or at least towards that goal.

Learning about own leadership and competencies

Academic Support Programs has undergone some changes since first starting this DiP and has really heightened my leadership skills throughout the process. When I first started, I was in a different position, moved to an interim position, applied for a full-time position, and am now the Assistant Director leading the program I am writing about – all

in less than eight months or so. I have had several graduate assistants come and go, one learning specialist as a temporary employee come and go, to now two new full-time learning specialists who are modeling their work from what I do, so my leadership skills are on display every time I walk into my office. I have always worked towards Leader-Member Exchange, but I have now added Servant Leadership for our students and their family members. I have loved how they become a challenge (both good and bad), but it stretches my ability to answer questions, work in a fast-paced environment, and solve issues as they arise. Learning from others in leadership positions around me has also helped with this. Talking more with colleagues in the Office of the Provost, the Department of Higher Education, the Center for Student Success and First-Year Experience, the Division of Student Affairs, and many deans' offices have helped me hone in on learning more about myself. I catch myself sometimes going, "a few years ago, that would not have been how I would have answered that or handled that situation, and it's probably best that I have grown from that now."

Application to the Future as a Leader

I want others to come to me for advice and assistance. I want to be seen as a servant leader who is there to assist, help them grow with their style, and also to be someone who honestly cares about the best for the students and all involved in the higher education world. I want to be seen as someone who says what they mean and does what they say. For example, I tell family members and students all the time now that if I do not know, I will find out for them and get back to them, and I do, always.

I want this DiP to also assist me in fighting for our students. I can see this program taking place at other institutions so with knowing how it works here, I would be able to assist these other places with starting their own programs, or revamping them, to make sure their own students are successful. This DiP would help propel me to being a leader in the higher education student success realm if done correctly.

Enhancing Knowledge and Skills

There is still work to be done with the future of this DiP. EDHE 101 and freshmen students who participated are just the beginning. What about the students who did not opt into the Academic Consultation program through this semester's EDHE 101 course? What about EDHE 303 and the transfer students? What about EDHE 202 and the students on Academic Suspension or returning from Academic Dismissal? What about students who went on Academic Probation after their first semester and are just out there, not knowing where to go or what to do because there is not an EDHE course to assist them? With showing a successful ending to this DiP, hopefully, Academic Support Programs can use this to talk to others and I would take lead on how information is formatted and delivered.

My future enhancement will be to continue with learning more about these students and their decision-making process which will assist me in tweaking how consults are done or how communication is sent to the students (and potentially to their family members).

The ultimate goal is for the University of Mississippi and what we are doing here to be seen on the same page at the University of South Carolina for First-Year

Experience, the University of Oklahoma for Retention, or Florida State University for Student Coaching. I will also look for other connections with colleagues here on campus and at other institutions through the development of an Academic Support Programs center-type initiative where we can work towards becoming experts in the field (doing this now with our Academic Probation Symposium each October, that has grown to a two-day event). This would help enhance my knowledge and skills as a leader and scholar, as an event planner (as I have been for over 20 years), as a life-long learner, and advance my alma mater. Attending professional conferences also would help with learning and keeping abreast of what is going on in the world of higher education through blogs, articles, or social media would help as well.

LIST OF REFERENCES

References

Northouse, P. G. (2010). *Leadership: Theory and Practice*. Thousand Oaks: Sage Publications.

Northouse, P. G. (2018). *Leadership: Theory and Practice*. Thousand Oaks: Sage Publications.

VITA

JEREMY ROBERTS

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EDUCATION

The University of Mississippi – University, MS

- *Doctor of Education May 2023* – Emphasis: Higher Education

Honors: Phi Kappa Phi Honor Society

Dissertation in Practice: Exploration of student success programs for freshmen students on academic warning/academic probation at the University of Mississippi.

Delta State University – Cleveland, MS

- *Integrated Master of Business Administration December 2019* – Major: Business Administration, Emphasis: Human Resources

The University of Memphis – Memphis, TN

- *Master of Science May 2012* – Major: Health and Sport Science, Concentration: Sport Commerce

Honors: Wellgates Scholar Program; Golden Key International Honour Society Applicant

Academic Internship: Ole Miss Athletics Event Management (Spring 2012)

The University of Mississippi – University, MS

- *Bachelor of Science May 2010* – Major: Hospitality Management

Honors: Spring 2010 Chancellor's Honor Roll and Fall 2009 Dean's Honor Roll

Academic Internship: Ole Miss Skyboxes (Spring 2010)

Academic Internship: S. Gale Denley Student Media Center (Summer 2008)

- *Bachelor of Arts August 2007* – Major: English, Minor(s): History and Marketing

CERTIFICATIONS

ServSafe Certified (May 2009)

Collaborative Institutional Training Initiative – CITI (September 2012)

UM Online Teaching Certified (Summer 2014)
Notary Public (through June 2026)
Certified Hospitality Professional (January 2019)
eLearning Endorsement Program (January 2021)
Mental Health First Aid USA (August 2022)

ACADEMIC & UNIVERSITY AWARDS & RECOGNITIONS

Center for Student Success and First-Year Experience Staff Member of the Month,
October 2021
*Center for Student Success and First-Year Experience Academic Support Programs
Pillar Award*, March 2020
(Inaugural Award Recipient)
Center for Student Success and First-Year Experience Staff Member of the Month,
September 2019
EDHE 101 Instructor of the Year, Spring 2017 (Inaugural Award Recipient)
Nutrition and Hospitality Management Faculty Award Recipient, May 2010
The Ole Miss 2006, Silver Medalist Award Recipient
The Ole Miss 2006 Honorable Mention Recipient, 2007 Yearbook Yearbook Design
Competition
*The Ole Miss 2006 Placement in 4 of 7 categories, The Best of Collegiate Design 2006 –
2007*

ACADEMIC & UNIVERSITY WORK EXPERIENCE

Center for Student Success and First-Year Experience – University, MS 2012 – present
Assistant Director, Academic Support Programs • July 2022 – present
Interim Assistant Director, Academic Support Programs • January 2022 – July 2022
Learning Specialist • May 2019 – December 2021
Summer Academic Advisor • Summer 2017 – Summer 2018
Faculty Development Steering Committee Representative for EDHE 105/305 • April
2014 – January 2019
Instructor • August 2012 – present

Department of Nutrition and Hospitality Management – University, MS 2011 – 2015
Academic Advisor • January 2014 – December 2015
Coordinator of Marketing and Events • August 2013 – June 2015
Event Management Coordinator • August 2011 – July 2013
Instructor • August 2011 – December 2015

Ole Miss Skyboxes – University, MS 2003 – 2010
Assistant Skybox Director • September 2009 – December 2010
Diamond Club Manager • 2009 Baseball Season
East Rebel Club Manager • 2005 – 2008, & 2010 Football Seasons

Basketball Luxury Seating Manager • 2006 – 2007 Basketball Seasons
Assistant to the Assistant Skybox Director • 2003 – 2004 Football Seasons

S. Gale Student Media Center – University, MS 2002 – 2010

Consulting Editor, The Ole Miss Yearbook 2010

Advertising Business Manager • May 2008 – September 2009

Advertising Account Executive • January 2006 – September 2009

Event Coordinator and Recruiter • May 2006 – September 2009

Editor-in-Chief, The Ole Miss Yearbook 2006

Various Editorial Positions, Writer, Photographer • The Ole Miss Yearbook
2009, 2008, 2007, 2005, 2004, 2003

TEACHING EXPERIENCE

- *EDHE 101: Academic Skills for College*
 - Spring 2014 (1 section), Spring 2015 (1 section), Spring 2016 (3 sections), Spring 2017 (3 sections), Spring 2018 (3 sections), Spring 2019 (4 sections), Spring 2020 (1 section), Spring 2021 (3 sections – including online), Spring 2022 (1 section), Fall 2022 (1 section), Spring 2023 (1 section)
- *EDHE 105: Freshmen Year Experience*
 - Fall 2012 (1 section), Fall 2013 (1 section), Fall 2014 (1 section), Second Summer 2015 (1 section), Fall 2015 (1 section), Second Summer 2016 (2 sections), Fall 2016 (3 sections), Second Summer 2017 (2 sections), Fall 2017 (3 sections), Second Summer 2018 (1 section), Fall 2018 (3 sections), Second Summer 2019 (1 section)
- *EDHE 202: Fundamentals of Active Learning*
 - Fall 2020 (1 section), Spring 2021 (1 section – including online), Fall 2021 (1 section), Spring 2022 (1 section)
- *EDHE 303: Academic Skills for Transfer Students*
 - Fall 2019 (1 section), Spring 2020 (2 sections), Fall 2020 (1 section), Fall 2021 (1 section), Fall 2022 (1 section)
- *EDHE 305: Transfer Student Experience*
 - Spring 2016 (1 section), Fall 2016 (1 section), Spring 2017 (1 section), Fall 2017 (1 section), Spring 2018 (1 section), Fall 2018 (1 section), Fall 2019 (1 section), Fall 2020 (1 section), Fall 2021 (1 section), Fall 2022 (1 section)
- *NHM 312: Event Management*
 - Fall 2011 (1 section), Spring 2012 (1 section), Fall 2012 (1 section), Spring 2013 (1 section), Fall 2013 (1 section), Spring 2014 (1 section), Fall 2014 (1 section), Spring 2015 (1 section), Fall 2015 (1 section)
- *NHM 464: Marketing in the Hospitality Industry*
 - Fall 2013 (1 section)
- *NHM 493: Independent Study*
 - First Summer 2014 (1 section)
- *NHM 493/314: Event Management II**

- Fall 2014 (1 section), Spring 2015 (1 section)

*Developed course for department. Created student learning objectives. Researched, organized, and taught new material.

PUBLICATIONS

- **Books**

Reysen, R. & Roberts, J. (Eds.) (2021). *A Holistic Approach to Active Learning and Student Success*. 1st edition. University of Mississippi Printing Services.

Roberts, J. & Reysen, R. (Eds.). (2020). *Academic Skills for College*. 2nd edition. University of Mississippi Printing Services.

Roberts, J. & Reysen, R. (Eds.). (2019). *Academic Skills for College*. 1st edition. University of Mississippi Printing Services.

- **Chapters in Books**

Roberts, J., Reysen, R., & Knight, D. (2021). Academic Skills for College Success. In N. Jeter (Ed). *The Ole Miss Experience* (11th ed.). Nautilus Publishing Company.

Knight, D., Showalter, L., Smith, W., Tompkins, K., Durham, R., Kendricks, L., Reysen, R., & Roberts, J. (2020). Tips for success at Ole Miss. In N. Jeter (Ed.), *The Ole Miss Experience* (11th ed.). The Nautilus Publishing Company.

Roberts, J. (2021). Staying Organized. In R. Reysen. And J. Roberts (Eds.), *A Holistic Approach to Active Learning and Student Success*. (1st ed., pp. 42-45). University of Mississippi Printing Services.

Roberts, J. (2020). Time Management. In J. Roberts and R. Reysen (Eds.), *Academic Skills for College* (2nd ed., pp. 12-14). University of Mississippi Printing Services.

Roberts, J. (2020). Tomatoes & Studying. In J. Roberts and R. Reysen (Eds.), *Academic Skills for College* (2nd ed., pp. 36-38). University of Mississippi Printing Services.

Roberts, J. (2020). Study Sanctuaries. In J. Roberts and R. Reysen (Eds.), *Academic Skills for College* (2nd ed., pp. 40-41). University of Mississippi Printing Services.

Roberts, J. (2020). Learning Styles to Personality Traits. In J. Roberts and R. Reysen (Eds.), *Academic Skills for College* (2nd ed., pp. 44-45). University of Mississippi Printing Services.

Roberts, J., Reysen, R., & Knight, D. (2020). Academic Skills for College Success. In N. Jeter (Ed). *The Ole Miss Experience* (10th ed.). Nautilus Publishing Company.

Knight, D., Showalter, L., Smith, W., Tompkins, K., Durham, R., Kendricks, L., Reysen, R., & Roberts, J. (2020). Tips for success at Ole Miss. In N. Jeter (Ed.), *The Ole Miss Experience* (10th ed., pp. 96-104). The Nautilus Publishing Company.

Roberts, J. (2019). Time Management. In J. Roberts and R. Reysen (Eds.), *Academic Skills for College* (1st ed., pp. 12-14). University of Mississippi Printing Services.

Roberts, J. (2019). Study Sanctuaries. In J. Roberts and R. Reysen (Eds.), *Academic Skills for College* (1st ed., pp. 36-37). University of Mississippi Printing Services.

- **Designer**

Roberts, J. (2021). *Academic Support Programs Year-in-Review for 2020-2021*.

Reysen, R. & Roberts, J. (Eds.) (2021). *A Holistic Approach to Active Learning and Student Success*. 1st edition. University of Mississippi Printing Services.

Roberts, J. & Reysen, R. (Eds.). (2020). *Academic Skills for College*. 2nd edition. University of Mississippi Printing Services.

Roberts, J. (2020). *Academic Support Programs Year-in-Review for 2019-2020*.

Roberts, J. & Reysen, R. (Eds.). (2019). *Academic Skills for College*. 1st edition. University of Mississippi Printing Services.

- **Photographer**

Roberts, J. & Reysen, R. (Eds.). (2020). *Academic Skills for College*. 2nd edition. University of Mississippi Printing Services.

Roberts, J. & Reysen, R. (Eds.). (2019). *Academic Skills for College*. 1st edition. University of Mississippi Printing Services.

CONFERENCE ORGANIZATION

The Academic Probation Symposium & Pre-Symposium, October 2022, University, MS (Conference organizer, designer, and point of contact)

The Academic Probation Symposium, October 2021, University, MS (Conference organizer, designer, and point of contact)

CONFERENCE PRESENTATIONS

Why do Students Leave?, 18th Annual National Symposium on Student Retention, San Diego, CA, October 2022 (Co-Presented – Ellis, K., and Perry, P.)

Addressing Burnout in FYE Professionals, 39th Annual Conference on the First-Year Experience, Washington D.C., February 2020 (Co-Presented – Reysen, R., and Perry, P.)

Revamping Academic Support Courses for First-Year Students, 39th Annual Conference on the First-Year Experience, Washington D.C., February 2020 (Co-Presented – Reysen, R., and Perry, P.)

Student Involvement in Event Management, 2015 FSMEC Conference, Memphis, TN, March 2015

ACADEMIC & UNIVERSITY PRESENTATIONS & WORKSHOPS

- **Biology Mentor Training.** Department of Biology, August 16, 2022.
- **Academic Support at Ole Miss.** Luckyday Invitation Weekend, Spring 2022 – April 18, 2022.
- **CSSFYE and Academic Support.** Student Housing CA Training – August 6, 2021.
- **Biology Mentor Training.** Department of Biology, August 16, 2021.
- **Biology Mentor Training.** Department of Biology, August 17, 2021.
- **Coaching.** Luckyday Coaching Mentor Training – July 27, 2021.
- **Biology Mentor Training.** Department of Biology, August 20, 2020.
- **Biology Mentor Training.** Department of Biology – August 17, 2020.
- **Study Skills.** Luckyday Mentor Training – July 30, 2020.
- **Mentoring Do's and Don't's.** Luckyday Mentor Training – July 30, 2020.
- **Personality.** Luckyday Mentor Training – July 30, 2020.
- **About Academic Support Programs.** NHM 114 Course – February 5, 2020.
- **Test Prep.** Academic Success Workshop – November 19, 2019.
- **Study Skills: Concept Maps.** Academic Success Workshop – October 30, 2019.
- **Time Management.** Student Housing and Residence Life/Hefley Hall – October 16, 2019.
- **Study Skills: Concept Maps.** UM School of Pharmacy P3 Class – October 4, 2019.
- **Study Skills.** The Shorelight Group – September 24, 2019.
- **Time Management.** EDHE 105 Course – September 23, 2019.
- **Study Skills: Concept Maps.** Academic Success Workshop – September 18, 2019.
- **About Academic Support Programs.** NHM 114 Course – September 16, 2019.
- **Study Skills.** NHM 114 Course – September 16, 2019.
- **About Academic Support Programs.** JOUR 491 Course – August 29, 2019.
- **Personality.** Biology Bootcamp Senior Mentor Training – August 16, 2019.

- **Study Skills.** Biology Bootcamp Senior Mentor Training – August 16, 2019.
- **Personality.** Biology Bootcamp Mentor Training – August 16, 2019.
- **Study Skills.** Biology Bootcamp Mentor Training – August 16, 2019.
- **Personality.** LuckyDay Mentor Training – August 15, 2019.
- **Study Skills.** EDHE 105/305 Instructor Training – July 24, 2019.
- **Study Skills.** JumpStart Second Summer Students – July 10, 2019.
- **Study Skills.** EDHE 105/305 Instructor Training – June 5, 2019.

RESEARCH INITIATIVES

- **Faculty Interpretations of Academically At-Risk Students,** Summer 2020 - present
- **Student Profiles of those Entering Academic At-Risk Courses,** Spring 2020 – present
- **Evaluation between Supplemental Instruction(SI) and Academic At-Risk Students,** Fall 2019 – present
- **Marketing Academic Support Programs to University Students,** Summer 2019 – present
- **Revamping Academic Support Courses for At-Risk Students,** Summer 2019 – present
- **Event Management, Marketing, and Human Resources in Academics,** Fall 2011 – present

ADDITIONAL ACADEMIC & UNIVERSITY SERVICE

University Standing Committees

*Staff Council** • August 2022 – present

*Co-Chair, Staff Appreciation Week, 2023

*T-Shirt Committee, 2023

Retention Advisory Board (RAB) • January 2021 – present

Completion and Student Success (CASS) Advisory Board • January 2021 – present

Division of Outreach – University, MS 2020 – present

Paragon Award Selection Committee • January 2022 – present

Academic Outreach Online Instructor Travel Grant Selection Committee • September 2020 – present

The ChitChat – University, MS 2020 – present

Co-Host of a weekly episodic Higher Education show (YouTube and Podcasts) • June 2020 – present

The Luckyday Program – University, MS 2020 – present

Application Review Committee, Co-Chair • June 2021 – September 2022

Scholarship Review Committee • February 2020 – present

Student Housing and Residence Life – University, MS 2019 – 2020
Departmental Website Redesign Committee • October 2019 – January 2020

Center for Student Success and First-Year Experience – University, MS 2014 – 2019
Faculty Development Steering Committee Representative for EDHE 105/305 • April
2014 – January 2019

Department of Nutrition and Hospitality Management – University, MS 2011 – 2015
Are You Ready? 100 Years of Food, Fun, and Family Cookbook Committee (Marketing
& Design)
Nutrition and Hospitality Management Scholarship Committee
Resource Development Committee
Hospitality Management Advisory Board
Student advancement
Advisor – Ole Miss Ambassadors for Southern Hospitality (OMASH) Student
Organization (2011-2014)

ADDITIONAL WORK EXPERIENCE

University of Memphis – Memphis, TN 2019 – 2020
Course Developer • August 2019 – April 2020

CFH Holdings, LLC – Oxford, MS 2015 – 2019
Director of Operations and Event Services • June 2017 – March 2019
Funeral Director Resident Trainee • June 2017 – March 2019
Director of Event Services • January 2017 – June 2017
Event Services Coordinator • November 2015 – January 2017

COMMITTEES & PROFESSIONAL ORGANIZATIONS/EVENT MANAGEMENT

Lafayette-Oxford-University County Chamber of Commerce – Oxford, MS
2014 – present
Shop Oxford Steering Committee • 2021 - present
Holidays in Oxford Steering Committee Chair • 2017 – present
Board of Directors • 2016 – present
Tour of Lights, an Oxford Holiday Traveling Light Show Steering Committee Chair •
2016 – present
Leadership Lafayette Steering Committee • 2015 – present
Leadership Lafayette • Class of 2014

Square Toast for Scholarships – University, MS

Event Coordinator • 2011 – 2015
Steering Committee Consultant • 2010
Steering Committee • 2008 – 2009

Miss-I-Sippin' – University, MS
Event Coordinator • 2012 – 2015

Wedding and Prom Expo – University, MS
Event Coordinator • 2015

Oxford Holiday Market – Oxford, MS
Event Coordinator • 2014

United Way of Lafayette County – Lafayette County, Oxford, & University, MS
University Campaign Steering Committee • 2008 – 2010

Southeastern Journalism Conference (SEJC), 2008 – University, MS (Ole Miss Hosted)
Student Co-President

The American Cancer Society – Oxford, MS
Relay for Life Event Chair • 2007
Relay for Life Public Relations Chair • 2007