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A program evaluation of the Academic Reboot Program at Rowan University

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**A PROGRAM EVALUATION OF THE
ACADEMIC REBOOT PROGRAM AT ROWAN UNIVERSITY**

by
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A Thesis

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Dedication

This program evaluation is dedicated to my mother who has always believed in me. Being a single parent of four children, my mother works tirelessly to provide for our family. She sacrifices everything to give our family what we need. My mother always puts us first, and ensures we want for nothing. She effortlessly plays the role of both mother and father, and I could never begin to imagine how hard it has been to do all on her own.

Going to college was simply not in the cards for me or my siblings. While I was entirely alright with that, my mom was not. She researched programs that would assist low income students in attending college, and she prevailed. My mother pushed me and my sisters to go to college. She spent her last dimes on my books and new shoes to wear on my first day of school.

My mother has taught me many lessons in life. I understand the value of one dollar, how to take care for my family and the people I love to the best of my ability, how to trust myself and my instincts, and most importantly, my mother showed me what unconditional love feels like. Not many people in this world get to understand what that feels like, and I have never gone a day in my life without the privilege of feeling her love.

My mother is a gift to this world from God. The only reason I have made it to where I am today, and the only reason I am who I am today, is because of her. Thank you Mama, for everything.

Acknowledgments

First and foremost, I would like to thank my siblings, Alyssa, Alexa, and Jake, for your love and support. We have been through it all together, and I would not have made it without you three. Being a big sister to you all has been the easiest and most rewarding experience of my life. I will always take care of you, and be by your side. I would also like to thank my cousin, Ryan. Ry, you have known me my entire life. You were my first friend in this world. You were there for me through every hard moment in my life, and you have always protected me. Thank you for all that you do. I also would like to thank my partner, Justin. This last year has been a time of growth and change in my life, and none of it would have been possible if you had not been by my side. I am so thankful God gave me you to share my life with.

I would like to thank Mr. Gary Baker, my wonderful supervisor, for being one of my biggest supporters through both my undergraduate and graduate experience. You are more than just my boss; you have become a wonderful friend. I will forever be grateful for you. I would also like to sincerely thank Dr. Andrew Tinnin and Mrs. Erin Hannah for supporting me through writing this program evaluation. Thank you both for being such wonderful mentors, and for always believing in me. The time and effort that you have contributed to my success as both a student and a person is immensely appreciated, and I will always think of you both when I look back upon my graduate experience.

Lastly, I would like to thank the rest of my family and my friends who have been always supported me. Thank you for coming into my life, and never leaving.

Abstract

Kayla Raparelli
A PROGRAM EVALUATION OF THE
ACADEMIC REBOOT PROGRAM AT ROWAN UNIVERSITY
2019-2020
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The Academic Reboot Program at Rowan University was designed to assist students on Academic Warning and Academic Probation with the University improve their GPA so that they may remain a student at the University. The purpose of this evaluation is to collect information that will assist in improving the effectiveness of the Academic Reboot Program on student academic achievement. This evaluation discusses the history of college academic rehabilitation programs, the significance of college academic rehabilitation programs, common barriers to success reported by students, and a variety of intervention strategies for students on Academic Warning and Academic Probation.

In this evaluation, five separate evaluation questions were addressed regarding utilization of campus resources and academic performance prior to and as a result of the Academic Reboot Program. It was discovered that after experience in the Academic Reboot Program, students on Academic Warning and Probation utilize Academic Advising and other campus resources substantially more. Also as a result of the Academic Reboot Program, these students have higher GPAs.

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Chapter 1

Introduction

This program evaluation reviews Rowan University's Academic Reboot Program. The purpose of this evaluation is to collect information that will assist in improving the effectiveness of the Academic Reboot Program on student academic achievement. This evaluation discusses the history of college academic rehabilitation programs, the significance of college academic rehabilitation programs, common barriers to success reported by students, and a variety of intervention strategies for students on Academic Warning and Academic Probation.

Site Description

Rowan University is a four-year, public higher education institution that was founded in 1923 as Glassboro Normal School (Rowan University, 2019b). The institution changed its name to Glassboro State College in 1958, then to Rowan College in 1992, and finally gained University status in 1997 (Rowan University, 2019b). Rowan is currently home to 18,000 students and offers 74 bachelor's degree programs and 51 master's degree programs (Rowan University, 2019c). According to The Chronicle of Higher Education, Rowan University was named the 6th fastest growing research university in the nation (Rowan University, 2019d).

Program Description

Rowan's Academic Reboot Program is an intervention system to assist students in raising their GPA (Rowan University, 2019a). Academic Warning is reserved for students who receive a cumulative GPA of 2.0 or lower at the conclusion of a spring semester (Rowan University, 2018). If these students do not have the opportunity to raise

their GPA above a 2.0 during the summer semester, those students are placed on Academic Warning for the fall semester (Rowan University, 2018). Academic Probation is reserved for students who receive a cumulative GPA of 2.0 or lower at the conclusion of a fall semester (Rowan University, 2018). If these students do not have the opportunity to raise their GPA above a 2.0 during the winter semester, those students are placed on Academic probation for the spring semester (Rowan University, 2018). If students on Academic Probation do not raise their cumulative GPA above a 2.0 by the conclusion of a spring semester, they are dismissed from the University (Rowan University, 2018). After Academic Dismissal takes place, students have the opportunity to apply for re-enrollment (Rowan University, 2018). If the student does not wish to wait to reapply to the University or does not believe they were given a fair Academic Dismissal, the student has the ability to go through an Academic Standing Appeal Process (Rowan University, 2018). The student must make an appointment with the appeal committee through the Dean's Office of their specific college (Rowan University, 2018).

If students are placed on Academic Probation, they are enrolled in the Student Persistence and Success Program during the Fall semester. Academic Warning is determined only after the Fall semester has concluded, so students on Academic Warning are enrolled in this program for the Spring semester. This program takes place on Blackboard. When students choose to complete the assignments in the Student Persistence and Success Program on Blackboard, they are considered to be participating in the Academic Reboot Program. Students are encouraged to complete all of the assignments, and follow all of the steps in the Academic Reboot Program. These steps include:

1. An initial meeting with the Early Intervention Specialist: The only Early Intervention Specialist on Rowan's Campus is Erin Hannah.

2. Completion of the Self-Assessment: This Self-Assessment assists the Early Intervention Specialist in understanding the students' barriers to success,

3. Meeting with an Academic Advisor: This gives the student the opportunity to discuss change of major options and assists the student in getting back on track with coursework.

4. Participation in two campus activities: These campus activities can include workshops, meetings with a professor, tutoring, Reboot Thursdays, and more.

5. Participation in six academic meetings: These academic meetings can include tutoring, meetings with a professor, or meetings with an Academic Success Coach.

6. Participation in six wellness activities: These wellness activities can include meetings with a counselor, wellness workshops, group counseling, Let's Talk, Chill and Chat, any program put on by Healthy Campus Initiatives, and more.

Stakeholders

There are a variety of stakeholders this evaluation will benefit. First and foremost are the students. The betterment of the Academic Reboot program will allow students struggling academically to potentially have access to a wider range of resources and have more opportunities to raise their GPA. Next are the professionals who work with students who are partaking in the Academic Reboot Program. These professionals include, but are not limited to, the Early Intervention Specialist, Academic Advisors, the Academic Success Center, and University Conduct. The betterment of this program will assist all of

these professionals in helping students in need get back on track with their academics and remain at the University. Finally, Rowan University as a whole is a stakeholder. Improving the Academic Reboot Program should ultimately lead to higher retention rates.

Information Needs

The Early Intervention Specialist has requested to have a program evaluation of the Academic Reboot Program at Rowan University. The evaluation is wanted because the Early Intervention Specialist wants to see how Rowan can better meet the needs of students on Academic Warning and Academic Probation. The recommendations of this program evaluation would potentially allow the Academic Reboot Program to improve its' ability to assist students in raising their cumulative GPA. There are many resources available that will assist in this program evaluation process including demographic information, self-assessment responses, and statistics from previous semesters.

Evaluation Questions

1. How did students on Academic Warning and/or Academic Probation utilize academic advising prior to being on Academic Warning and/or Academic Probation?

2. Are students on Academic Warning and/or Academic Probation utilizing academic advising differently now?

3. What resources have students on Academic Warning and/or Academic Probation found to be helpful in supporting their student success?

4. What resources are students on Academic Warning and/or Academic Probation utilizing now that they were not prior to being on Academic Warning and/or Academic Probation?

5. Does utilization of intervention strategies improve academic performance?

Evaluability of the Program

Potential limitations include sample size, lack of reliability due to self-reported data, and lack of prior research studies on the topic. Because this study involves a survey, students may not be completely honest in their responses. To my current knowledge, there is not much research and there have not been many evaluations done on academic rehabilitation programs.

A delimitation to this study could include not reaching an adequate representation of the University's population. Most students at the University are not on Academic Warning or Academic Probation. The information that we gather will only be pertinent to students from the demographics of students currently on Academic Warning or Academic Probation.

Chapter 2

Review of Literature

Barriers to Success

When thinking about barriers to success, higher education institutions tend to focus greatly on their first-year college students. College freshman success is typically dependent on how well a student adapts to their college role (Clark, 2005). Some factors that may influence this adaptation include a student's initial goals and commitments, academic performance, extracurricular activities, and social interactions with fellow students, faculty, and staff (Clark, 2005). When a student enters college, it is imperative for them to begin with the end in mind. With the ultimate goal of graduating and obtaining a career, a student would be more focused and motivated to finish. If students do not socially interact with fellow college students, faculty, staff, and other people who may be at the college campus, those students may not find their sense of belonging. It is important for students to get involved on campus in a way that makes them feel wanted and included.

Another group of students who commonly experience barriers to success are first-generation college students. Being a first-generation college student is a barrier to academic success in itself. First-generation students also tend to be older, or post-traditional, college students, and are more likely to have learned English as a second language (Stebleton & Soria, 2013). Populations of first-generation students include, but are not limited to, immigrants, single parents, and financially independent students (Stebleton & Soria, 2013). First-generation college students tend to have lower graduation rates compared to non-first-generation college students (Stebleton & Soria,

2013). Due to work and/or family obligations, first-generation students are less likely to be engaged in their academic studies (Stebleton & Soria, 2013). While non-first-generation counterparts typically rely on parents/guardians as their source of income, these first-generation students often work full-time jobs while they are full-time college students in order to support themselves and their families. This leaves significantly less time for these students to study, complete assignments, and become fully immersed in their college environment. While other students may have the opportunity to put their time towards getting involved with clubs, organizations, and un-paid internship experiences, first-generation students typically do not have this luxury.

Another group of students to also face many barriers to success are transfer students. Being a transfer student is also a barrier to success in itself. Some transfer student transfer into another college either from a community college or another four-year institution. Many transfer students also tend to be first generation college students (Duggan & Pickering, 2008). Some common barriers to success for transfer students include institutional support, family/friend support, financial issues, and student goals (Duggan & Pickering, 2008). Statistics show that transfer students are more likely to drop out of school and have a lower GPA compared to non-transfer students (Duggan & Pickering, 2008). There is always a reason why a student chose to transfer schools. A few common reasons a student would choose to transfer include, but are not limited to, finances, lack in a sense of belonging, lack of social involvement, self-esteem, and their previous institution not having the major of their choice (Duggan & Pickering, 2008).

Any students who are not grouped in one of these three areas may also experience barriers to success. These barriers may have been bestowed onto them due to life

circumstances, or they could be a result of their own actions. Many factors that contribute to a student being placed on Academic Probation include attendance, financial problems, personal/family problems, lack of social aptitude, and lack of goals (Trombley, 2000).

Preventative Measures

There are many preventative measures that can be taken to avoid students having to face these barriers to success. Financial issues seem to be a barrier to success for many types of college students (Perna, 2006). First and foremost, it is important for both students and their parents to understand both college prices and financial aid (Perna, 2006). Before choosing a college, the student should make sure it is a college that they can afford. Students, regardless of financial situation, should file for both federal and state financial assistance every year (Perna, 2006). All students should also apply for various scholarships. Most institutions have simple system set up in order to assist the students in understanding which scholarships they are qualified for and should apply for. Perna had proposed a conceptual model that be useful in understanding college pricing and financial aid (Perna, 2006). This model is based off of the "student choice construct" (Perna, 2006). The model contains four layers; layer one being habitus, layer two being the school and community context, layer three being the higher education context, and layer four being the broader social, economic, and policy context (Perna, 2006). The model offers a framework that considers the link between knowledge of college pricing and financial aid and other college related decisions (Perna, 2006).

It is also extremely crucial for students to regularly see their Academic Advisor to ensure they are on track with their studies. Academic advising is central to the updated model of American higher education (White, 2015). The new model affirms that no

student should go through college without assistance (White, 2015). It is the role of the advisor to assist students with academic, professional, and occasionally personal issues. Academic advisors are often viewed as teachers or mentors for students. They assist with much more than just class registration. Academic advisors assist students in understanding and working through perceived barriers to success. Academic advising also has the exclusive ability to reach nearly all students enrolled at the institution (White, 2015).

For a student to be successful, they need to make sense of their own educational decisions (White, 2015). Some students may want to change their major, while other students may want to transfer schools (White, 2015). It is the duty of the advisor to provide that support. The support can come in many different forms whether that is listening to the student, providing educated advice to the student, and being realistic with students on how they can and will reach their goals. Higher education institutions in America are constantly faced with great changes (White, 2015). Some issues outlined in the paper *Academic Advising in Higher Education: A Place at the Core* include growing tuition rates, lack of a mission, and lack of support from the public eye (White, 2015). Students at these institutions are greatly affected by these changes which pose challenges to their learning experience (White, 2015). It is also the duty of the academic advisor to assist students in coping with these changes and challenges (White, 2015). For example, if a student is facing financial issues academic advisors often refer students to the financial aid office or assist students in applying for scholarships. For the field of academic advising to continue to grow and thrive, persons in the field must embrace the entire responsibility of the position (White, 2015).

Academic advisors have a very large responsibility when it comes to their students' academic success. The most important role of an academic advisor is to take the students educational experience at college and translate that experience to how it is going to have an effect on the rest of the students' life (Egan, 2015). Advisors often discuss how a students' degree will help the student achieve their future goals (Egan, 2015). Advisors should be extensively educated in their advising area. For example, if an academic advisor is responsible for a section of the of the pre-medical students at the institution, that advisor should spend time becoming educated on medical school admission requirements, medical school options, pricing of medical schools, etc. Those advisors should also become educated on other options for their pre-medical students such as allied health professions. In-case a student is lacking in a certain area of need to apply to medical school, whether that is grades, financial issues, etc., the advisor would be able to offer the student other options. The paper *Academic Advising in Individualized Major Programs: Promoting the Three I's of General Education* addresses the importance of meaningful academic advising, and ways in which advisors can create more meaningful experiences for students during sessions (Egan, 2015). The author explains that the most important way to create a meaningful experience, is to create a meaningful connection with students (Egan, 2015). There are many ways to create meaningful connections with students. The most important is taking the time to listen to the students. Advisors should ask thought provoking questions, take the time to listen to the students' needs and wants, and provide meaningful advice.

Another way to prevent students from being placed on Academic Warning or Probation is to provide students in need with accommodations. Many students with

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intellectual disabilities receive accommodations in high school. Those accommodations can be translated right into the college setting. Students with disabilities transitioning from high school to college first need to understand the difference in special education laws at secondary and post-secondary institutions (Eckes & Ochoa, 2005). At secondary schools, all of the student's teachers are aware of their disability prior to them entering the classroom (Eckes & Ochoa, 2005). Unfortunately, at college, students have the burden of personally revealing their disability to their professors at the start of each course (Eckes & Ochoa, 2005). Accommodations in high school are also often different compared to accommodations in college (Eckes & Ochoa, 2005). Students in high school may be required to participate in extra help courses and tutoring (Eckes & Ochoa, 2005). Students in college are only encouraged to do so (Eckes & Ochoa, 2005). Students in high school may be required to take exams in a secluded environment and required to use their extra time on tests (Eckes & Ochoa, 2005). Students in college are encouraged to use the testing center to take their exams (Eckes & Ochoa, 2005). In college, responsibility is placed directly on the student. These accommodations are meant to assist and guide students with disabilities on a path to academic success.

Intervention Strategies

There are many ways to support at- risk students. At-risk students are those who are not quite on Academic Probation but are nearing Academic Probation. Dr. Patti Zuzelo, suggests that prior to meeting with an at-risk student, the professor and/or academic advisor should prepare a letter which outlines the definition of Academic Probation and what it entails at the school, an overview of where the student is lacking academically, the steps that the student should take to improve in those areas they are

struggling in, and finally a time frame of which the student must improve their academic performance (Zuzelo, 2000). Dr. Patti Zuzelo suggests reading the letter aloud during the meeting with the student and having the student sign and date the letter agreeing to the terms and conditions of the letter (Zuzelo, 2000). Los Angeles Southwest College created a detailed brochure for at-risk students spelling out facts about Academic Probation along with educational guidance that can assist students in advancing their academic success (Trombley, 2000). Lost Angeles Southwest College also designed a questionnaire for at-risk students that evaluates hazardous activities related to Academic Probation (Trombley, 2000). All of these methods have contributed to significant improvement in the academic work of at-risk college students.

Unfortunately, many at-risk students do not academically improve. These students are then forced to be placed on Academic Probation with their college. There are many intervention strategies that have been proven to assist students on Academic Probation in improving their academic work. First, there are strategies that have been adapted for use inside of the classroom (Kamphoff, Hutson, & Amundsen, 2007). At Long Beach City College in California, they use the STAR program (Kamphoff et al., 2007). This program encourages students on Academic Probation to make connections inside of the classroom in order to have them feel more connected to their academic work and the institution as a whole (Kamphoff et al., 2007).

There are many more intervention strategies that are meant to be utilized outside of the classroom. Southern Illinois University uses the ACT program (Kamphoff et al., 2007). This program requires students on Academic Probation to meet with their faculty mentor a minimum of three times per semester (Kamphoff et al., 2007). There are also a

variety of advising/counseling models that have been used to assist students on Academic Probation (Kamphoff et al., 2007). One is the motivational/empowerment model (Kamphoff et al., 2007). This model has the student accept personal responsibility for themselves, teaches the use of positive affirmations, assists with life-planning and goal setting, assists with self-management, and assist with group and individual interaction (Kamphoff et al., 2007).

Some other intervention strategies include group intervention, individual career counseling sessions, study skills courses, money management and goal setting courses, social competency building courses, and interpersonal problem-solving training (Trombley, 2000). Henderson State University implemented a mandatory intervention for students on Academic Probation (Trombley, 2000). This program included two visits to the counseling center per semester, three meetings with an academic advisor each semester, meeting one on one with each professor each semester, two hours per week of supervised study hours, and submission of weekly reports (Trombley, 2000). Students who participated in this mandatory program showed significant improvement in their academic work (Trombley, 2000).

A major intervention strategy for students on Academic Probation is academic coaching. Commonly, academic coaches are fellow college students who meet one on one with their assigned probation student approximately once per week for a one-hour appointment. Coaches commonly focus on areas such as study skills, test taking skills, time management skills, student strengths and campus engagement, and academic preparation (Robinson & Gahagan, 2010). Academic coaching is a way to strengthen perseverance and fulfillment of academic work (Bettinger & Baker, 2014). Coaching

assists students in overcoming both academic and personal barriers to success (Bettinger & Baker, 2014). There are two different types of planning that academic coaches should focus on with their students: academic planning and student engagement planning (Robinson & Gahagan, 2010). While it is crucial for students to excel academically in order to stay at school, it is also necessary for the student to have the desire to remain at school. Time and time again, students choose to leave school because they do not have a goal or a reason why they want to succeed academically. Academic coaches encourage their students to become involved with clubs, organizations, and other activities that they enjoy.

Academic coaches focus on three primary steps: self-assessment, reflection, and goal setting (Robinson & Gahagan, 2010). First meetings with probation students should always begin with some type of self-assessment. It is the coach's duty to meet the student where they currently are. Self-assessment allows the student to evaluate their current strengths, weaknesses, and levels of interest (Robinson & Gahagan, 2010). This allows the academic coach to learn about the student expeditiously (Robinson & Gahagan, 2010). Each week that a coach meets with a student, it is important to reflect back upon how the probation student has been doing both academically and personally since the last meeting. This allows the probation student to recognize both areas they need to continue to work on, as well as areas of achievement. It is important for the coach to ask constructive, open-ended questions so that they are able to learn more about the student's ambitions and what inspires the student to do well (Robinson & Gahagan, 2010). Finally, the coach must assist the probation student with goal setting. Coaches assist students in designing a deliberate plan of action that will allow the probation students to achieve

their goals and become more interested in campus life (Robinson & Gahagan, 2010). It is important for the coach to assist the student in setting intentional, semester and weekly goals (Robinson & Gahagan, 2010). With this strategy, the probation student will leave each session with key advances they can take to improve upon themselves (Robinson & Gahagan, 2010).

Conclusion

Many different types of students struggle with perceived barriers to success; first-year, first-generation, and transfer students alike. Similarly, all of these students may experience lack of goals, support, and funding. Knowing that these kinds of students are more likely to experience barriers to success, many preventative measures can be put in place. First and foremost, high school students should be better educated on the cost of a college degree. There are numerous opportunities for students to apply for funding, and these opportunities must be made more well known. Students should also be mandated/encouraged to visit their academic advisor a minimum of once per semester. With this, these students will find support and will stay on track with their course work to ensure on-time graduation. Student accommodations are widely under-utilized and under talked about. If a student is struggling academically, there may be an underlying cause such as a learning disability. With proper diagnosis, students can receive accommodations such as extra time on examinations and full course notes from the professor. Finally, intervention strategies are ways to assist students who are already struggling. School policies, meetings with campus mentors, and academic coaching sessions are all ways in which schools can assist students with academic hardship.

Chapter 3

Methodology

Context of Study

The purpose of this study is to evaluate the Academic Reboot Program at Rowan University, to discover the usage prior and current usage of Academic Advising among students participating in the Academic Reboot Program, to discover what resources are beneficial to students on Academic Probation/Warning, and to assess the program's effects on student success. Student success, in this study, is defined by cumulative grade point average (GPA), student involvement, and student engagement. Student involvement is defined as the amount of extracurricular activities the student participates in as a result of the University's efforts. Student engagement has two key components. The first is described as the amount of energy a student puts forth to enrich their own college experience (Wolf-Wendel, Ward, & Kinzie, 2009). The second is how institutions are allocating their resources in order to encourage students to partake in campus activities (Wolf-Wendel et al., 2009). Engagement differs from involvement in that it more closely related to the mission and desired student learning outcomes of the institution (Wolf-Wendel et al., 2009).

Evaluation Questions

1. How did students on Academic Warning and/or Academic Probation utilize academic advising prior to being on Academic Warning and/or Academic Probation?

2. Are students on Academic Warning and/or Academic Probation utilizing academic advising differently now?

3. What resources have students on Academic Warning and/or Academic Probation found to be helpful in supporting their student success?

4. What resources are students on Academic Warning and/or Academic Probation utilizing now that they were not prior to being on Academic Warning and/or Academic Probation?

5. Does utilization of intervention strategies improve academic performance?

Population and Sample Selection

There are approximately 435 students participating in the Academic Reboot Program at Rowan University due to their Academic Probation/Warning status. The ideal sample size would be approximately 59 students. Based on Rowan's statistics, the demographics of the response group should be approximately 67% White, 10% Black, 10% Hispanic/Latino, 4% Asian, 1% International, .5% Native American or American Indian, .5% Native Hawaiian or other Pacific Islander, and leaving approximately 7% with ethnicity unknown ("How Diverse is Rowan University?", 2019).

I plan to advertise heavily through the University Advising Center because that is where the Academic Reboot Program is housed. I also plan to advertise to all 435 students participating in the Academic Reboot Program via email, and via meetings Academic Success Coaching Sessions. Many students in the Academic Reboot Program see an Academic Success Coach. I am going to ask all of the coaches to promote the survey to the students during these one on one sessions. I am also going to ask the Early Intervention Specialist to advertise the survey in her one on one meetings with students on Academic Probation/Warning.

Data Collection Instruments

       I will be conducting a descriptive-analysis, quantitative research study through the use of a survey (McMillan, 2016). There will be both nominal and ordinal variables (McMillan, 2016). The nominal variables in the survey would be the responses to demographic questions, reporting GPA, the number of action items the student has completed as part of the Academic Reboot Program, and how often the students utilize academic advising services (McMillan, 2016). The ordinal variables would include the ratings students give on the Academic Reboot Program as a whole, the ratings of academic advising usage before and after their Academic Reboot experience, the ratings on student resources that they have utilized during their Academic Reboot experience, and the ratings on their student involvement and engagement as they relate to participation in the Academic Reboot Program, and (McMillan, 2016).

Data Gathering Procedures

       At the end of the Fall 2019 semester, all Rowan University students who are on Academic Probation/Warning will be invited to participate in an online survey concerning their overall experience with the Academic Reboot Program at Rowan University. This survey will be shared via email to all Rowan students on Academic Probation/Warning, as well as advertised through Academic Success Coaching sessions and Early Intervention Specialist sessions. As an incentive, all students who complete the survey will be placed in a lottery to win a twenty-dollar Wawa gift card.

       The survey will begin with students signing the informed consent form. The survey will ask the student to report demographic data and their current cumulative GPA. The survey will include a variety of opportunities for the students to rate their

experiences with the Academic Reboot Program. The survey will include questions

surrounding how the student feels their experience with the Academic Reboot Program,

and how it has assisted their student involvement and student engagement. There will

also be a section at the bottom of the survey where students can offer suggestions or

recommendations on how their experience with the Academic Reboot Program can be

improved.

Data Analysis

I will be utilizing descriptive analysis (McMillan, 2016). After the results come

back, I will gather descriptive statistics including the mean, median, and mode of my data

set (McMillan, 2016). I will gather inferential statistics in order to make generalizations

about my population (McMillan, 2016). When students respond to the demographic

questions, this will allow for the better understanding of which populations of students

need more academic assistance. For example, it will allow us to see the year in school

and ethnicities of students participating in the Academic Reboot Program. It will also

allow us to see whether or not these students are either transfer students, commuter

students, or first-generation college students. Asking questions about the students'

experiences prior to the Academic Reboot Program will allow for better understanding of

student involvement of academically underperforming students, and asking questions

about the students' experiences as a result of the Academic Reboot Program will allow

for better understanding of student engagement of academically underperforming

students. Finally, the overall rating of the program will allow us to understand student

satisfaction with the program. I have allowed the opportunity for students to make

recommendations for the future of the program.

Chapter 4

Findings

Profile of the Sample

This study consisted of a total population sample of 435 students from the Rowan University Academic Reboot Program. Students who participate in the Academic Reboot Program are students on both Academic Probation and Academic Warning with the University. All of the students who participated in this study were initially informed of the intent of the study via email. This email described the study, assured anonymity and confidentiality, promoted the incentive to participating in the study, and asked the students for their participation. This email also included a link to the *Rowan University Academic Reboot Program Survey* through Qualtrics. At the conclusion of the survey, students are prompted to fill out a Google Form in order to be considered for the incentive. A total of 32 students participated in the survey, yielding a 7.35% response rate. A total of sixteen sophomores, four juniors, and twelve seniors participated in the survey. No participants reported that they were freshmen. A large portion of participants, 50%, reported their ethnicity to be White/Caucasian. Six participants reported their ethnicity to be Black/African American, six participants reported their ethnicity to be Asian, and four participants reported their ethnicity to be Hispanic/Latino. No participants opted not to report their ethnicity, and no participants reported any other ethnicity. Table 1 represents the year in school and ethnicity of the participants.

Table 1

Demographic Information		ƒ	%
Variable			
Year in School			
	Freshman	0	0
	Sophomore	16	50
	Junior	4	12.5
	Senior	12	37.5
Ethnicity			
	White/Caucasian	16	50
	Hispanic/Latino	4	12.4
	Black/African American	6	18.75
	Asian	6	18.75
	Prefer not to say	0	0
	Other	0	0

Note. These results are from a sample size of 32 students.

The *Rowan University Academic Reboot Program Survey* also asked the participants about what type of student they are. A total of 56.25% of participants reported that they are commuter students, a total of 40.63% of participants reported that they are transfer students, and 43.75% of participants reported that they are first generation college students. Table 2 further demonstrates the how the participants reported the type of student they identify as.

Table 2

Type of Student		*ƒ*	*%*
Variable			
Commuter Student			
	Yes	18	56.25
	No	14	43.75
Transfer Student			
	Yes	13	40.63
	No	19	59.37
First Generation Student			
	Yes	14	43.75
	No	18	56.25

Note. These results are from a sample size of 32 students.

Through the survey, the participants were also asked to report the number of semesters they have been on Academic Warning or Academic Probation. 53.125% of participants reported one semester on Academic Warning or Academic Probation, 37.5% of participants reported two semesters on Academic Warning or Academic Probation, and 9.375% of participants reported three or more semesters on Academic Warning or Academic Probation. Table 3 represents the number of semesters participants have been on Academic Warning or Academic Probation.

Table 3

Number of Semesters on Academic Probation		ƒ	%
Variable			
How many semesters have you been on Academic Warning or Probation?			
	1	17	53.125
	2	12	37.5
	3 or more	3	9.375

Note. These results are from a sample size of 32 students.

Analysis of the Data

Evaluation Question 1: How did students on Academic Warning and/or Academic Probation utilize academic advising prior to being on Academic Warning and/or Academic Probation?

Participants were asked about their Academic Advisor usage prior to being on Academic Probation or Academic Warning. 12.5% of participants stated that they previously saw their academic advisor zero times per semester, 56.25% of participants said that they saw their academic advisor one time per semester, 31.25% of participants stated that they saw their academic advisor two times per semester, and no participants reported previously seeing their academic advisor three or more times per semester. Table 4 further demonstrates the how the participants reported their academic advising usage prior to being a part of the Academic Reboot Program.

Evaluation Question 2: Are students on Academic Warning and/or Academic Probation utilizing academic advising differently now?

Participants were asked about their academic advisor usage now being on

Academic Warning or Probation. No students reported now seeing their advisor zero

times per semester, 37.5% reported now seeing their academic advisor one time per

semester, 37.5% reported now seeing their academic advisor two times per semester, and

25% reported now seeing their academic advisor three or more times per semester. Table

4 further demonstrates the how the participants reported their academic advising usage

now being a part of the Academic Reboot Program.

Table 4

Frequency of Academic Advisor Use		*ƒ*	*%*
Variable			
Prior to being on Academic Warning or Probation, how often did you see an academic advisor per semester?			
	0	4	12.5
	1	18	56.25
	2	10	31.25
	3 or more	0	0
Now being on Academic Warning or Probation, how often do you see an academic advisor per semester?			
	0	0	0
	1	12	37.5
	2	12	37.5
	3 or more	8	25

Note. These results are from a sample size of 32 students.

Evaluation Question 3: What resources have students on Academic Warning

and/or Academic Probation found to be helpful in supporting their student success?

Participants were asked about which resources they used prior to being on Academic Probation or Academic Warning. 90.63% of participants reported using academic advising, 12.5% of students reported using academic success coaching, 15.62% of participants reported using tutoring services, 15.62% of participants reported using testing services, and 15.62% of participants reported using counseling and psychological services. Table 5 further demonstrates the how the participants reported their resource usage prior to being a part of the Academic Reboot Program.

Participants were asked about which extracurricular activities they participated in prior to being on Academic Probation or Academic Warning. Three participants reported being involved in Profecy A Capella, and two students reported being involved with IEEE and Profhacks. Only one participant reported being involved in each of the following clubs/organizations: RAH, Rowan Powerlifting, Tutoring, Clubs, Counseling, the Improfs, RU Longboarding, Volleyball, Philippines American Coalition, and being a Recording Artist. Fifteen participants, or 59.375% of participants, reported being involved in nothing. Table 6 further demonstrates the how the participants reported their extracurricular activity participation prior to being a part of the Academic Reboot Program.

Evaluation Question 4: What resources are students on Academic Warning and/or Academic Probation utilizing now that they were not prior to being on Academic Warning and/or Academic Probation?

Participants were asked about which resources they use now being on Academic Probation or Academic Warning. 96.87% of participants reported now using academic advising, 53.12% of students reported now using academic success coaching, 50% of

participants reported now using tutoring services, 15.62% of participants reported now

using testing services, and 12.5% of participants reported now using counseling and

psychological services. Table 5 further demonstrates the how the participants reported

their resource usage now being a part of the Academic Reboot Program.

Participants were asked about which extracurricular activities they participate in

now being on Academic Probation or Academic Warning. Three participants reported

being involved in Profecy A Capella, and two students reported being involved with

IEEE and Profhacks. Only one participant reported being involved in each of the

following clubs/organizations: RAH, Rowan Powerlifting, Tutoring, Clubs, Counseling,

the Improfs, RU Longboarding, Volleyball, Philippines American Coalition, and being a

Recording Artist. Fifteen participants, or 59.375% of participants, reported being

involved in nothing. Table 6 further demonstrates the how the participants reported their

extracurricular activity participation now being a part of the Academic Reboot Program.

Table 5

Frequency of Campus Resource Use	ƒ	%
Variable		
Prior to being on Academic Warning or Probation, which campus resources did you use? Please select all that apply.		
Academic Advising	29	90.63
Academic Coaching	4	12.5
Tutoring Services	5	15.62
Testing Services	5	15.62
Counseling and Psychological Services	5	15.62

Table 5 (continued)

Frequency of Campus Resource Use		ƒ	%
Variable			
Now being on Academic Warning or Probation, which campus resources do you use? Please select all that apply.			
	Academic Advising	31	96.87
	Academic Coaching	17	53.12
	Tutoring Services	16	50
	Testing Services	5	15.62
	Counseling and Psychological Services	4	12.5

Note. These results are from a sample size of 32 students.

Table 6

Extra-Curricular Activities		ƒ	%
Variable			
Prior to beginning in the Academic Reboot Program, what extra curricular activities did you participate in?			
	IEEE	2	6.25
	ProfHacks	2	6.25
	RAH	1	3.125
	Rowan Powerlifting	1	3.125
	Profecy A Capella	3	9.375
	Tutoring	1	3.125
	Volleyball	1	3.125
	Counseling	1	3.125
	Recording Artist	1	3.125
	Improfs	1	3.125
	RU Longboarding	1	3.125
	RTN	1	3.125

Table 6 (continued)

Extra-Curricular Activities		f	%
Variable			
	Philippines American Coalition	1	3.125
	Clubs	1	3.125
	Nothing	19	59.375
Now beginning in the Academic Reboot Program, what extra curricular activities do you participate in?			
	IEEE	2	6.25
	ProfHacks	2	6.25
	RAH	1	3.125
	Rowan Powerlifting	1	3.125
	Profecy A Capella	3	9.375
	Tutoring	1	3.125
	Volleyball	1	3.125
	Counseling	1	3.125
	Recording Artist	1	3.125
	Improfs	1	3.125
	RU Longboarding	1	3.125

Note. These results are from a sample size of 32 students.

Evaluation Question 5: Does utilization of intervention strategies improve academic performance?

Participants were asked to report their GPA prior to being on Academic Warning or Probation. No participants reported having a GPA of 0.0-0.5, 9.375% of participants reported having a GPA of 0.51-1.0, 18.75% of participants reported having a GPA of 1.01-1.5, 59.375% of participants reported having a GPA of 1.51-2.5, no participants reported having a GPA of 2.01-2.5, 6.25% of participants reported that they had a GPA

of 2.51-3.0, and no participants reported having a 3.01 or higher. Two participants, or

6.25% of participants, reported not knowing their GPA prior to the Academic Reboot

Program. Table 7 further demonstrates the how the participants reported their GPA prior

to being a part of the Academic Reboot Program.

Participants were also asked to report their GPA now being on Academic

Warning or Probation. No participants reported having a GPA of 0.0-1.0, 3.125% of

participants reported having a GPA of 1.01-1.5, 34.375% of participants reported having

a GPA od 1.51-2.5, 46.875% of participants reported having a GPA of 2.01-2.5, 6.25% of

participants reported that they had a GPA of 2.51-3.0, 3.125% of participants reported

that they had a GPA od 3.01-3.5, and no participants reported having a GPA of 3.51 or

higher. Two participants, or 6.25% of participants, reported not knowing their GPA now

being in the Academic Reboot Program. Table 7 further demonstrates the how the

participants reported their GPA now being a part of the Academic Reboot Program.

Table 7

Average GPA		*ƒ*	*%*
Variable			
Prior to beginning in the Academic Reboot Program, what was your GPA?			
	0.0-0.5	0	0
	0.51-1.0	3	9.375
	1.01-1.5	6	18.75
	1.51-2.0	19	59.375
	2.01-2.5	0	0

Table 7 (continued)

Average GPA		ƒ	%
Variable			
	2.51-3.0	2	6.25
	3.01-3.5	0	0
	3.51-4.0	0	0
	Unknown	2	6.25
Now in the Academic Reboot Program, what is your GPA?			
	0.0-0.5	0	0
	0.51-1.0	0	0
	1.01-1.5	1	3.125
	1.51-2.0	11	34.375
	2.01-2.5	15	46.875
	2.51-3.0	2	6.25
	3.01-3.5	1	3.125
	3.51-4.0	0	0
	Unknown	2	6.25

Note. These results are from a sample size of 32 students.

Participants were asked to report their overall satisfaction with the Academic Reboot Program with 0-1 very unsatisfied, 2-4 being unsatisfied, 5-6 being neutral, 7-9 being satisfied, and 10 being very satisfied. 6.25% of participants reported being very unsatisfied, 25% of participants reported unsatisfied, 12.5% of participants reported being neutral, 43.75% of participants reported satisfied, and 12.5% of participants reported being very satisfied. Table 8 further demonstrates the how the participants reported their satisfaction with the Academic Reboot Program.

Table 8

Satisfaction with the Academic Reboot Program	ƒ	%
Variable		
What is your overall satisfaction rating for the Academic Reboot Program with 0-1 very unsatisfied, 2-4 being unsatisfied, 5-6 being neutral, 7-9 being satisfied, and 10 being very satisfied?		
0	1	3.125
1	1	3.125
2	2	6.25
3	4	12.5
4	2	6.25
5	3	9.375
6	1	3.125
7	6	17.75
8	7	21.875
9	1	3.125
10	4	12.5

Note. These results are from a sample size of 32 students.

The final question of the survey was optional. Participants were asked to leave any recommendations or ideas they had for the Academic Reboot Program. Table 9 further demonstrates the the feedback the participants provided in order to help improve the Academic Reboot Program.

Table 9

Ideas/Recommendations for the
Academic Reboot Program

Variable	Responses
Please provide any recommendations or ideas you have for the Academic Reboot Program at Rowan University.	• More direct approach with students. Sometimes we do not check emails often and tend to forget. • It did not really do much or affect me at all. • Registration holds are impractical. • Registration holds are not practical, as they do not provide the student with any benefit, and if anything could work towards setting the student back due to classes filling up. Student's should be on top of these things, but not everybody is, and I do not believe this to be a way to make students want to go to the advising center. • Have more than one mandatory meeting with advisor and have an assignment that is to be done to reflect on the probation. • It barely did anything at all. All I had to do for the program was do a brief online test. This program did not help me in any way whatsoever.

Note. These results are from a sample size of 32 students.

Chapter 5

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study evaluated the Academic Reboot Program at Rowan University. The subjects of this study were students on Academic Probation or Academic Warning with Rowan University. The population size was 435 students, and a total of 32 opted to participate in the online survey.

The *Rowan University Academic Reboot Program Survey* was created online through Qualtrics. That survey was then emailed to all 435 students on Academic Probation or Academic Warning with the University (see Appendix A). This email also included further information about the study including the purpose and incentive for completing the online survey. It quickly became clear that this population of students did not respond well to an online survey option. A total of 32 students participated in the online survey yielding only a 7.35% response rate.

Quantitative data was analyzed from the surveys in order to respond to evaluation questions 1-5. Descriptive statistics were used to analyze the data; specifically frequencies and percentages.

Discussion of the Findings

Research shows that students continue to face barriers to success. Institutions often combat these barriers with preventative measures and intervention strategies. Assisting a student on Academic Warning or Academic Probation is not an easy task, as the responsibility of grade improvement falls on the students themselves. This study evaluates the Academic Reboot Program at Rowan University in order to see how it is

affecting students who are on Academic Warning or Academic Probation with the University.

Evaluation Question 1: How did students on Academic Warning and/or Academic Probation utilize academic advising prior to being on Academic Warning and/or Academic Probation?

The findings of the descriptive statistics analysis reveal that prior to the Academic Reboot Program, 12.5% of participants saw their academic advisor zero times per semester opposed to the majority of participants on Academic Warning or Academic Probation, 87.5%, who saw their academic advisor 1-2 times per semester.

That 12.5% of students who chose not to see their academic advisor were not afforded the opportunity to gain positive professional insight from an advisor who could have provided them with the resources they needed to be successful. For some students, seeing your advisor one time per semester is sufficient, however, for students who struggle academically, one time per semester is not enough. That 56.25% of participants who reported only seeing their advisor one time per semester missed out on the support they may have needed to be successful academically. That 31.25% of participants who say their advisor two times per semester were likely students who recognized early on that they struggled academically, and sought out help on their own.

Evaluation Question 2: Are students on Academic Warning and/or Academic Probation utilizing academic advising differently now?

The findings of the descriptive statistics analysis reveal that after the Academic Reboot Program, no participants see their academic advisor zero times per semester, and 100% of participants see their academic advisor a minimum of one time per semester.

Furthermore, 25% of those students see their academic advisor three or more times per semester.

In comparison to the responses from Evaluation Question 1, this is a tremendous improvement. It seems that the Academic Reboot Program had a positive effect on all participants, and pushed them to see their academic advisors. Seeing that zero participants saw their advisor zero times per semester is a tremendous improvement on its' own. What was most exciting was seeing that 25% of participants now see their academic advisor three or more times per semester. This shows that these students are seeing benefit from going in to speak with their advisor to receive advice and support about improving their academics.

Evaluation Question 3: What resources have students on Academic Warning and/or Academic Probation found to be helpful in supporting their student success?

The findings of the descriptive statistics analysis reveal that prior to the Academic Reboot Program, 90.63% of participants reported using academic advising, 12.5% of students reported using academic success coaching, 15.62% of participants reported using tutoring services, 15.62% of participants reported using testing services, and 15.62% of participants reported using counseling and psychological services. Three participants reported being involved in Profecy A Capella, and two students reported being involved with IEEE and Profhacks. Only one participant reported being involved in each of the following clubs/organizations: RAH, Rowan Powerlifting, Tutoring, Clubs, Counseling, the Improfs, RU Longboarding, and being a Recording Artist. Fifteen participants, or 59.375% of participants, reported being involved in nothing.

All of these activities are ones that students utilized before beginning the

Academic Reboot Program. It is exciting to see that a majority of students sought out

academic advising on their own, however, not many of these students who were

struggling academically sought out resources such as academic success coaching,

tutoring, testing services, and counseling services. 40.625% of participants seemed to be

involved in at least one extracurricular activity on campus prior to the Academic Reboot

Program.

Evaluation Question 4: What resources are students on Academic Warning and/or

Academic Probation utilizing now that they were not prior to being on Academic

Warning and/or Academic Probation?

The findings of the descriptive statistics analysis reveal that after the Academic

Reboot Program, 96.87% of participants reported now using academic advising, 53.12%

of students reported now using academic success coaching, 50% of participants reported

now using tutoring services, 15.62% of participants reported now using testing services,

and 12.5% of participants reported now using counseling and psychological services.

Again, three participants reported being involved in Profecy A Capella, and two students

reported being involved with IEEE and Profhacks. Only one participant reported being

involved in each of the following clubs/organizations: RAH, Rowan Powerlifting,

Tutoring, Clubs, Counseling, the Improfs, RU Longboarding, and being a Recording

Artist. Fifteen participants, or 59.375% of participants, reported being involved in

nothing.

Students showed substantial improvement in resource usage now being involved

in the Academic Reboot Program. Academic advising usage increased by 6.24%,

academic success coaching usage increased by 40.62%, and tutoring services usage

increased by 34.38%. Usage of testing services stayed consistent, and usage of

counseling and psychological services decreased. This could potentially mean that stress

has decreased as academic success has increased. Those students who no longer see a

mental health counselor may feel it is no longer necessary because they are less stressed

because of their participation in the Academic Reboot Program.

Evaluation Question 5: Does utilization of intervention strategies improve

academic performance?

The findings of the descriptive statistics analysis reveal that prior to the Academic

Reboot Program, no participants reported having a GPA of 0.0-0.5, 9.375% of

participants reported having a GPA of 0.51-1.0, 18.75% of participants reported having a

GPA of 1.01-1.5, 59.375% of participants reported having a GPA of 1.51-2.5, no

participants reported having a GPA of 2.01-2.5, 6.25% of participants reported that they

had a GPA of 2.51-3.0, and no participants reported having a 3.01 or higher. Two

participants, or 6.25% of participants, reported not knowing their GPA prior to the

Academic Reboot Program.

The findings of the descriptive statistics analysis reveal that after the Academic

Reboot Program, no participants reported having a GPA of 0.0-1.0, 3.125% of

participants reported having a GPA of 1.01-1.5, 34.375% of participants reported having

a GPA od 1.51-2.5, 46.875% of participants reported having a GPA of 2.01-2.5, 6.25% of

participants reported that they had a GPA of 2.51-3.0, 3.125% of participants reported

that they had a GPA od 3.01-3.5, and no participants reported having a GPA of 3.51 or

higher. Two participants, or 6.25% of participants, reported not knowing their GPA now being in the Academic Reboot Program.

Comparing participants' GPAs prior to the Academic Reboot Program and after the Academic Reboot Program, participants showed improvement in GPA. Previously, 28.125% of students had a GPA of 1.5 or lower. As a result of the Academic Reboot Program, that number has shrunk to only 3.125%. Now 90.625% of students have above a 1.51 GPA. It is the goal of the Academic Reboot Program to have student's GPA get to above a 2.0 GPA. Prior to the Academic Reboot Program, it seems 87.5% of the participants had a 2.0 GPA or lower, and only 12.5% of participants had a GPA of 2.01 or higher. After their experience with the Academic Reboot Program, now 56.25% of students have above a 2.01 GPA. That is a 43.75% increase!

Recommendations for Further Practice

Based on findings and conclusions, I recommend the following:

1. Make the Academic Reboot Program mandatory for students on Academic Probation and only suggested for students on Academic Warning.

2. Incorporate mandatory resource workshops for students to attend; potentially these workshops could be designed by academic success coaches with the help of the Early Intervention Specialist.

3. Incorporate other mandatory programming for students on Academic Warning/Probation. Potentially hosting a panel, networking event, invite other campus departments to present to Academic Reboot students, etc.

4. Incorporate more promotion of extracurricular activities. Based off of the research, the Academic Reboot Program did not help students become more involved on campus.

5. Potentially make Rowan 101 mandatory for students on Academic Warning/Probation.

Recommendations for Further Research

Based on findings and conclusions, I recommend the following:

1. Utilize in person interviews opposed to a survey; this population of students may respond better to this form of research.

2. Specify what extracurricular activity means; it seems many of the students did not quite understand what to put as an answer to that question.

Conclusions

The results of this study assisted in confirming findings from previous research on student barriers to success, preventative measures, and intervention strategies. Descriptive statistics revealed that a majority of participants of this study, student on Academic Waning and Academic Probation, reported improvement in campus resource usage and academic performance as a result of the Academic Reboot Program. Though the program seems to be working effectively to improve student success, there are certainly improvements that can be made to this program in order to address student concerns and make the program more inclusive for all students.

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Appendix A

Recruitment Email

You are invited to participate in this online research survey entitled *A Program Evaluation of the Academic Reboot Program at Rowan University*. You are included in this survey because you are a student who is on either Academic Warning or Probation.

The survey may take approximately 8 minutes to complete. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. **By taking this survey, you will enter yourself for a chance to win a $20.00 Wawa gift card.**

CLICK HERE to take the survey!
https://rowan.co1.qualtrics.com/jfe/form/SV_b7sOoYepv4wCJmZ

If you have any questions about the survey, you can contact me/or the researcher at:

Kayla Raparelli
Raparellk9@students.rowan.edu

Dr. Andrew Tinnin
tinnin@rowan.edu

This study has been approved by Rowan University IRB (#Pro2019000790)

Appendix B

Consent Form

TITLE OF STUDY: Program Evaluation of the Academic Reboot Program at Rowan University
Principal Investigator: Andrew S. Tinnin, Ed. D

You are being asked to take part in a research study. This consent form is part of an informed consent process for a research study and it will provide key information that will help you decide whether you wish to volunteer for this research study.

Please carefully read the key information provided below. The purpose of this is to provide clear information about the purpose of the study, study specific information about what will happen in the course of the study, what are the anticipated risks and benefits, and what alternatives are available to you if you do not wish to participate in this research study.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.
After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

The purpose of this study is to evaluate the Academic Reboot Program at Rowan University, to discover the usage prior and current usage of Academic Advising among students participating in the Academic Reboot Program, to discover what resources are beneficial to students on Academic Probation/Warning, and to assess the program's effects on student success. Student success, in this study, is defined by cumulative grade point average (GPA), student involvement, and student engagement. Student involvement is defined as the amount of extracurricular activities the student participates in as a result of own personal thoughts and beliefs. Student engagement is defined as the activities students participate in as a direct result of the University.

You have been asked to partake in this study because you are on Academic Probation/Warning with the University.

The study will take place from January 2020-March 2020. The study will take place on Rowan University's Glassboro Campus.

If you take the survey, you will have the opportunity to be placed in a lottery to win a $20.00 Wawa gift card.

Your alternative is not to participate in the study.

All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use your name and other personal information.

The study team will explain the study to you and they will answer any question you might have before volunteering to take part in this study. It is important that you take your time to make your decision. You may take this consent form with you to ask a family member or anyone else before agreeing to participate in the study.

Participation in this study is voluntary. You may choose not to participate or you may change your mind at any time.

If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you, but you must do this in writing to Andrew S. Tinnin, Ed. D at tinnin@rowan.edu.

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

If you have questions at any time during the research study, you should feel free to ask the study team and should expect to be given answers that you completely understand. If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call the Principal Investigator:

Andrew S. Tinnin, Ed. D
Educational Services & Leadership
856-256-4909

If you have any questions about your rights as a research subject, you can call:

Office of Research Compliance
(856) 256-4078– Glassboro/CMSRU

AGREEMENT TO PARTICIPATE

By checking the box below, you agree to the following statements:

I have read the entire information about the research study, research risks, benefits and the alternatives, or it has been read to me, and I believe that I understand what has been discussed.

All of my questions about this form or this study have been answered and you agree to volunteer to participate in the study.