Rowan University

## Rowan Digital Works

5-3-2022

# The Impact of Student Services on Students from Institution-Affiliated Pre-College Programs at Rowan University

Tyherrah R. Johnson
*Rowan University*

**THE IMPACT OF STUDENT SERVICES ON STUDENTS FROM INSTITUTION-AFFILIATED PRE-COLLEGE PROGRAMS AT ROWAN UNIVERSITY**

by

Tyherrah R. Johnson

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in Higher Education
at
Rowan University
March 22, 2022

Thesis Chair: Stephanie Lezotte, Ph.D., Assistant Dean of the School of Graduate Studies

Committee Members:
Tyrone McCombs, Ph.D., Associate Professor of Educational Leadership and Services
Andrew Tinnin, Ed.D., Associate Vice President of Student Life

**Dedications**

To my husband, Eric. I thank you for "shootin' with me in the gym." I am forever grateful for your boundless support in making it to the finish line of obtaining my Masters. These past few years have been turbulent, yet nothing has shaken the foundation of our marriage and love for one another. You have been and continue to be my #1 cheerleader, and I pray that I have been just as supportive of you. This is your victory as much as it is mine, Mr. Johnson. Let's keep chasing our dreams.

To my beautiful ray of Sonshine. Tylin. I am so honored to be your mother. You have watched me grow just as I have watched and continue to watch you. I pray that I have grown into someone that you can learn from. I pray that my mistakes and triumphs serve you purposefully in developing you into a fearless, trailblazing, ceiling shattering Black Man. (Remember to ALWAYS capitalize the "B" AND the "M"). Although I have natured and nurtured you, always remember that YOU are the storyteller of YOUR life. NO ONE ELSE. I know you will be so much more than me. Fly high, my sweet baby boy.

To my Sisters: Jamesha and Jasmine. Everything you want is already yours. It's only waiting for you to come get it.

**Acknowledgements**

First and foremost, I give all praises to Almighty God. Thank You for never taking Your hand off me. Blind faith and prayer are what has truly gotten me through. "This is the day that the Lord has made! I (we) will rejoice and be glad in it" (Psalm 118:24).

I must thank my family and friends for their unwavering love and support through this journey. I thank you all for reminding me every day to believe in myself and what is for me will never pass me by.

I extend sincerest gratitude to Dr. Stephanie Lezotte and Dr. Tyrone McCombs for every answered email, paper edit, and suggestion during the writing and research of my study. Above all, thank you for every class session you allowed Tylin to sit in the classroom when I had no childcare. Your knowledge, experience, compassion, and support has given me the courage to continue down this path of higher learning.

Lastly, thank you to my colleagues at Rowan University and New Jersey GEAR UP. Rowan Profs, I appreciate you for challenging me in discussion, and empowering me in the classroom and workplace. NJ GEAR UP family, you have provided me with the soil I needed to grow. Look at me now!

# Abstract

Tyherrah R. Johnson
THE IMPACT OF STUDENT SERVICES ON STUDENTS FROM PRE-COLLEGE
PROGRAMS AT ROWAN UNIVERSITY
2021-2022
Stephanie Lezotte, Ph.D.
Master of Arts in Higher Education

The purpose of this study was to examine the effectiveness of Student Services on pre-college participant first-year college students at Rowan University in comparison to their non pre-college participant first-year college student counterparts. Through a quantitative research design, data were collected from a survey concentrating on the knowledge and utilization of and experience with specific student services at Rowan University. Through thorough data analysis, it was concluded that pre-college participant first-year Rowan students have an overall greater knowledge and utilization of and experience with student services at Rowan University. Future research should include qualitative research methods to add greater understanding of the First Year Experience in relation to experiences with student services.

## Table of Contents

**Table of Contents (Continued)**

## List of Tables

**Chapter I**

**Introduction**

As many institutions in the United States move towards creating a more inclusive

campus climate, admissions offices are tasked with the duty of recruiting diverse

populations. Unfortunately, these populations tend to be underserved, causing an

educational gap that poorly prepares minority students with the educational and economic

foundation required for postsecondary success. In response to this deficiency, pre-college

programs were implemented to bridge the gaps of inequity and increase postsecondary

success in students from economically and educationally disadvantaged backgrounds, and

more often, first-generation college students. Pre-college programs more often supply

middle and/or high school students with supplemental academic enrichment and exposure

to college level rigor (Jenkins, 2009; Foster & Savala, 2012). The preparation of pre-

college programming strengthens the high school-to-college pipeline through access,

increasing college matriculation of diverse student populations.

Rowan University is a four-year public institution in the southern part of New

Jersey. As a predominantly white institution (PWI), its student population reflects about

30% of minority races/ethnicities (College Board, 2020). Despite it fitting the criteria of a

PWI, Rowan leadership has increased its effort to enhance and sustain a campus climate

that is not only welcoming to diverse student populations, but equitable and inclusive in

pedagogy through the creation of the Division of Diversity, Equity, and Inclusion (Rowan

University, 2021). Rowan University pipelines diverse populations from primarily three

pre-college programs—(1) Creating Higher Aspirations and Motivations Project/Gaining

Early Awareness and Readiness for Undergraduate Programs (C.H.A.M.P./GEAR UP),

(2) Upward Bound (UB), and (3) Pre-College Institute (PCI). Under the Center of

Access, Persistence, and Achievement (CAPA), these programs aim to help students from

disadvantaged backgrounds "overcome social, academic, financial, and cultural barriers

in higher education" (Rowan University, 2022, n.p.).

**Statement of the Problem**

Studies suggest that pre-college programming has a positive effect on the

transition to college, and furthermore college success (Jenkins, 2009; Foster & Savala,

2012; Cole, High et al., 2013). Over the last few decades college admissions rates have

improved, however, there are still persistence and graduation gaps between low-income

first-generation college students and their affluent counterparts with a family history of

college (Cahalan & Perna, 2015; Engle & Tinto, 2008; Kena et al., 2014). The focus of

pre-college programs is to assist their student participants through the college admissions

process, and leaving retention and persistence, and eventually graduation, for the

institutions. The underrepresentation of minority students in higher education is alarming

due to the amount of funds contributed by the federal government for college access

programs (Tierney et al., 2002). This data leads us to question the point in which

underrepresented population numbers begin to decline–enrollment, persistence, and/or

graduation. Tierney et al. (2002) suggest that the issue may lie in colleges focusing more

on enrollment than academic, social, and psychological preparedness required for college

success. These unanswered questions provide a proof of reasoning for a gap in literature

specific to pre-college participant retention and persistence in college. Moreover, there is

limited research examining an institution's effort to support pre-college students through their undergraduate journey.

**Purpose of the Study**

This study sought to understand the effectiveness of student services at Rowan University on the success of college students from the pre-college programs C.H.A.M.P./GEAR UP, Upward Bound, and PCI in comparison to traditional first-year college students who have not participated in pre-college programming. The study also explored factors such as length in pre-college programming and when students participated in pre-college programming.

**Assumptions and Limitations**

Due to the limited number of students matriculating into Rowan University from the respective pre-college programs, it should be taken into consideration that there is a possible limitation on the number of student responses and participation from pre-college participant first-year students for the survey. Furthermore, there are many other pre-college programs housed at Rowan University. However, some of these programs, such as STEAM Academy, are not utilized as pipeline programs. Therefore, these programs could not be used in this study without having to restructure the methodology portion. This should be taken into consideration when analyzing the results of this study. It should also be assumed that students truthfully participate in the survey.

**Operational Definitions**

1. Student Services: "student affairs" emphasizes student learning and development, while "student services" emphasizes providing services that support students to realize their educational goals (Seifert, 2011). For this study, the focus is student services as a continuum of the efforts of pre-college programs.

2. Rowan-affiliate: a person associated with the University, but not of the University.

3. Pre-college and/or high school outreach program:  A program that provides an "educational experience that helps high school students prepare for the transition to a college environment" (cornell.edu, n.p.). The terms are used interchangeably.

4. Pre-college program participant first-year student: For this study, the term is used to identify students that participated in C.H.A.M.P./GEAR UP, STEAM Academy, Upward Bound. and PCI prior to entering college.

5. Non pre-college program participant: used to identify students having no pre-college programming prior to entering college.

6. Student Services: This term refers to academic advising. housing, financial aid, student activities, and the Wellness Center at Rowan University.

**Research Questions**

1. How do pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University compare to non-pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University?

2. How do pre-college participant first-year Rowan students' experiences with student services compare to non pre-college participant first-year Rowan students' experiences with student services?

**Overview of the Study**

Chapter II arranges a review of literature that provides important context relating to pre-college programs and student success, as well as the individual pre-college programs referenced in this study. This chapter also provides an illustration of the theory of student involvement.

Chapter III explains the procedures and techniques utilized to conduct this study. It discusses the rationale behind the population and how the sample size was collected. Chapter III also describes data collection instruments and data analysis.

Chapter IV examines and interprets the quantitative findings of this research study while assessing the relation of these findings to the original research questions.

Chapter V reveals suggestions for further research in hopes to increase institutional efforts to better support students from pre-college programs through their undergraduate journey.

# Chapter II

## Review of Literature

### Pre-College Programs and College Student Success

Colleges and universities have strategically planned initiatives to cater to specific institutional needs that will produce specific results at their respective institutions. More often, these needs are dependent on diversity. At-risk populations such as low-income, minority, and/or from inner-city high schools are underrepresented in higher education (Ender et al., 1998; Swail, 2001; Jenkins, 2009). Furthermore, these populations are underrepresented in STEM careers such as engineering (Foster & Savala, 2012) and food, agriculture, and natural resources (FANR) (Foster & Savala, 2012). Higher education institutions combat homogeneity through the implementation of high school outreach programming. Through academic enrichment, counseling, and mentoring services, pre-college programs assist with an institution's goal of closing educational gaps (Jenkins, 2009), while also providing early exposure to college level rigor (Foster & Savala, 2012) that will allow for persistence into graduation, ultimately diversifying the workforce in degree-required industries.

Many studies (Jenkins, 2009; Foster & Savala, 2012; Ender et al., 1998) suggest that the effectiveness of the program is correlated to the length of programming, incentives to students, and the population of student participants. The College Undergraduate Success Program (CUSP) at a large public four-year northeast institution had the purpose of creating intentional student learners who understand the value and benefits of higher education, and the principles of learning necessary for success as well

as non-academic skills such as time-management and organization (Jenkins, 2009). Programming lasted for one week which began one week prior to the start of the fall semester. Although recruitment for CUSP was extended to all students, an at-risk population was pipelined from another pre-college program called the R. Benjamin Wiley Partnership Program which followed a cohort model that recruited students in their sophomore year of high school (Ender et al., 1998). Multicultural Apprentice Program (MAP) and the Agriculture and Natural Resources Institute for Multicultural Students (AIMS) at Michigan State University both had the purpose of preparing female and minority students for college level rigor in the College of Agriculture and Natural Resources while exposing students to the admissions process, financial aid, and careers (Foster & Savala, 2012). While MAP was a six-week summer residential program for tenth through twelfth grade students, AIMS was a one-week summer residential program for ninth through twelfth grade students. Of these programs, MAP was the only program to give students a stipend, while CUSP came at a fee. However, the fees for Wiley Program graduates that entered the CUSP program were covered by the Pennsylvania State System of Higher Education (PASSHE) (Jenkins, 2009).

Overall, pre-college programming has a positive effect on student enrollment and persistence into college and STEM majors (Jenkins, 2009; Foster & Savala, 2012; Cole, High et al., 2013). The foundational framework that helps to effectively implement these programs allows for the improvement of the high school-to-college pipeline, regardless of socioeconomic background. Institutional research data suggested that CUSP had a 5.7% higher persistence rate than a control group of non-CUSP students (Jenkins, 2009). Despite the overall success, there was variance in success when analyzing the correlation

between different independent variables and smaller populations within different programs. Although data showed that first semester grade point averages (GPA) were higher in CUSP student freshmen than traditional freshmen (Jenkins, 2009), Wiley program graduates who participated in CUSP had significantly lower GPAs than traditional freshmen. By way of statistical analysis, Jenkins (2009) suggested that CUSP may not be beneficial to the at-risk student. However, these numbers are to be taken with caution. This could be the result of involuntary enrollment into the program, as well as not allowing the student to flourish in time. Hence, at-risk college student success may be reliant on other variables outside of academic enrichment and higher education exposure that affect at-risk college student success.

Research suggests that a program's length affects student learning outcomes. Pre- and post-surveys distributed by Foster and Savala (2012) suggested that students who participated in the six-week residential program (MAP) more understood what it required academically to be a college student because there was ample time to cover necessary topics for FANR student success. The pre-college programs in this study were short in length compared to other programs. However, data could suggest that programs whose cohorts begin with middle school students would show a greater effect on student learning outcomes that will carry into their post-secondary journeys. In fact, students who are admitted into college began to learn about the college admissions process as early as the eighth grade (Cabrera & La Nasa, 2002a; Martinez Jr. & Castellanos, 2018).

*C.H.A.M.P./GEAR UP*

Creating Higher Aspirations and Motivations Project (C.H.A.M.P.) is a pre-college program housed at Rowan University's Camden campus, an urban city in the southern part of New Jersey. Its mission is to "increase the number of students from Camden City that obtain a high school diploma, prepared to succeed in postsecondary education" ("CHAMP Program", 2020, para. 2). The program provides academic enrichment in science, English, and math during the academic year and summer months, in addition to counseling and mentoring services. Students are provided information on and assistance with SAT/ACT and other standardized tests preparation, financial aid, college admissions, and college visits ("CHAMP Program", 2020). C.H.A.M.P. offers juniors and seniors college course options through Rowan University in the fall and spring semesters. Additionally, rising juniors and seniors have the opportunity to dorm on campus while taking a summer college course.

For admission into the program, students are required to fully complete a C.H.A.M.P. New Student Application alongside recommendations from a teacher and school counselor, recent report card and standardized test scores, and verification of free or reduced lunch. Although a higher GPA is preferred, it is not a requirement. All services provided by the program are of no charge to the student. Furthermore, students who successfully complete the summer program receive a stipend up to $500. Collegebound seniors are also awarded a book scholarship.

C.H.A.M.P. was founded in 1985 by Dr. Eric Clark in response to the lack of resources for Camden City college bound students. C.H.A.M.P. initially serviced high

school seniors on a volunteer basis by providing counseling services ("CHAMP Program", 2020). Eventually, C.H.A.M.P. received state funding from the College Bound grant ("NJ OSHE", 2020c) that allowed the program to extend services to a larger number of students in all high school grades. In 1999, New Jersey was awarded the federally funded GEAR UP grant; C.H.A.M.P. was one of five College Bound programs to receive funds allowing services to extend to middle and high school students ("NJ OSHE", 2020b; "CHAMP Program", 2020). The program received GEAR UP funds for three consecutive grant cycles, each lasting six years, before the program lost the 2016 grant competition. In the years to follow, C.H.A.M.P. would see a decrease in its peak of 418 participants in response to the decrease in funding until New Jersey would win the next grant competition in 2019 ("NJ OSHE", 2020b). Currently, the C.H.A.M.P/GEAR UP Program services 271 middle and high school students.

### *The Upward Bound Program*

The Federal TRIO Programs (TRIO) are outreach programs designed to provide student services to individuals from disadvantaged backgrounds (US Department of Education, 2021). Of the eight programs, Upward Bound (UB) was established to increase the number of low-income students and first-generation college students entering college. In order to be eligible for the Upward Bound Program, students must represent both populations, for only one-third of the program can represent students from low-income backgrounds or first-generation college backgrounds. Similar to the other pre-college programs, Upward Bound provides academic enrichment and counseling services to students to prepare them for college rigor.

Upward Bound was introduced to the Rowan University community in 2007 after the grant was awarded. What is unique about UB is that it is specific to English Language Learners (ELL) of Camden City School District. Each year, the program services fifty ELL students from grades 9 to 11 with academic year and summer programming brought forth by certified teachers, college instructors, community partners, and college mentors (Rowan University, 2015).

### Pre College Institute

First generation and/or underrepresented student populations have the option to attend Rowan University through Achieving Success through Collaboration, Engagement And Determination (ASCEND) Program ("ASCEND", 2020). ASCEND houses the Educational Opportunity Fund (EOF), a state funded program designated to serve students from educationally and economically disadvantaged backgrounds (NJ OSHE, 2020a), and RISE Program, a program that provides diverse populations students with the same services necessary for achieving college success, however less financial support is offered due to household income (Rowan University, 2020a).

Students who enroll as EOF or RISE students are permitted to attend Pre-College Institute (PCI) in the summer prior to the fall semester of their freshmen year. PCI is a six-week residential program that transitions students into college level rigor courses (Rowan University, 2020a). Additionally, PCI gives students the opportunity to learn where various campus resources can be located as well as what these offices and departments offer prior to the start of the semester to alleviate some freshmen year stressors.

**The First Year Experience and Student Involvement Theory**

The First Year Experience is a student's transition from high school to college. First-year college students are expected to face many challenges when navigating a new space such as a college campus and its resources. While no two students have the same transition experience, first generation students are at a disproportionate disposition compared to their traditional student counterparts due to lack of finances, academic foundation, and family support (Soria & Stebleton, 2021). It is expected that navigating a college campus will be that much harder. Institutions are assisting first generation students' transition to college with programming such as Rowan University's Flying First: First Generation Task Force. Flying First is a campus initiative "developed to enhance academic success in first generation college students while promoting a sense of belonging" (Rowan University, 2020, n.p.). Programs as such advertently promote student involvement.

Student involvement is defined as the amount of energy a student devotes to the college experience (Astin, 1999), including both academics and social experiences. Astin (1999) emphasizes five assumptions of student involvement, two of which are relevant to this study. No two students give the same levels of energy to the same areas, and furthermore, no student gives the same level of energy to different areas, nor any one area forever. Additionally, "the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement" (Astin, 1999, p. 519). In order to be successful as a student, one must know how to balance academics and social experiences. This places responsibility on the institution's ability to

effectively teach students the importance of campus involvement and the areas in which students can become involved.

This study does not dissect the Flying First initiative, however, it does provoke thought into the number of students from CHAMP/GEAR UP, Upward Bound, and Pre College Institute participate in this program, furthermore, the level of inclusivity from Rowan University's Student Affairs programs and initiatives to Rowan-affiliated pre-college programs. Being referred to as an "affiliate" alone does not promote belongingness. However, its precedent of division and isolation has the capacity to place pre-college students at a much lower frequency for student involvement. Subsequently, utilizing student services in smaller numbers compared to the non pre-college participant Rowan student.

# Chapter III

## Methodology

### Context of the Study

Rowan University is a four-year public institution located in Glassboro, New Jersey. Established in 1779, Glassboro, NJ became known as "Glassworks in the Woods" due to its history in glass manufacturing ("The Borough of Glassboro", 2020). After years of being the largest glass manufacturing company in South Jersey, the factory closed its doors in 1929 (Kephart & Kephart, 2019). The community consists of 69% of White, 18% are Black, and about 10% are Hispanic/Latinx, and less than a quarter (22%) of the population lives in poverty ("US Census Bureau", 2019).

Over the last ten years, Rowan University has greatly expanded in size, contributing largely to the Glassboro community's economy. Rowan University had approximately 19,400 students (2018-2019) enrolled in undergraduate, graduate, and professional/medical programs combined. The average SAT score for incoming freshmen in the fall of 2018 was 1,279 ("Rowan University", 2020b). According to College Board (2020), the student population is broken down as such: 67% White, 10% Black, 11% Hispanic/Latinx, and a small percentage of other races/ethnicities. Additionally, 54% of students are male while 46% are female.

This study aims to address the following:

How do pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University compare to non-pre-college

participant first-year Rowan student knowledge and utilization of student services at Rowan University?

How do pre-college participant first-year Rowan students' experiences with student services compare to non pre-college participant first-year Rowan students' experiences with student services?

**Population and Sample**

In order to evaluate the effectiveness of support services at Rowan University for first-year students from pre-college programs in comparison to first-year students with no pre-college programming, a survey was sent out to pre-college participant first-year Rowan students: 5 students from CHAMP/GEAR UP, 4 from Upward Bound, and 181 students from PCI. These numbers were provided by personnel from each respective program, including myself who has direct access to CHAMP/GEAR UP data and information. In order to be representative of the population within a 5% margin of error, 128 randomly selected pre-college participants must participate in the survey. With a report from Information Resources & Technology (2021), 2,320 students were identified as first-year students, full and part time, having twenty-four credits or less and no pre-college participation. Of this population, the random sampling n=330 is necessary to be representative to the population within a 5% margin of error.

**Data Collection Instrument**

The study was conducted through a quantitative research method utilizing a survey created from Student Life Survey: Student Involvement & Belonging and Student Experience Survey (The Ohio State University, 2015; Penn State, 2018).

The survey was distributed to the two populations with one differentiating question for pre-college student participants which requested the identification of the pre-college program or programs the student participated in. The survey focused on the following institutional student services offices and departments at Rowan University: University Advising Services (UAS), Office of Career Advancement, Testing Services, Tutoring Services, Counseling and Psychological, and Financial Aid Office. These offices were chosen due to the direct alignment with the services provided by the above mentioned pre-college programs. The survey questions consisted of multiple choice questions focused on utilization frequency and services discussed with the respective offices; questions on level of knowledge of respective services on five-point Likert scale of 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree; and questions on rating of experiences with respective student services on a five-point Likert scale of 1=very dissatisfied, 2=unsatisfied, 3=neither satisfied or dissatisfied, 4-satisfied, and 5=very satisfied.

**Data Collection Procedures**

Surveys were reviewed by Rowan University Institutional Review Board (IRB) prior to distribution. Surveys were electronically conducted on Qualtrics. The survey was initially distributed by email during Winter 2022. Weekly reminders, beginning the first week of the Spring 2022 semester, were distributed directly through Qualtrics. The survey was active for approximately six weeks before closing for analysis.

**Data Analysis**

The two differing surveys distributed to pre-college participants and non pre-college participants were statistically analyzed through Qualtrics, which provided frequencies, percentages, means, and standard deviations. From here, tables were created to examine and compare the varying responses from the two populations, allowing to answer the research questions.

# Chapter IV

## Findings

### Profile of Sample

The subjects in this study were 158 first-year Rowan University students who have had pre-college programming experience, and 2,335 first-year Rowan University students who have not had pre-college programming experience. Of the 158 surveys distributed to pre-college participants, 11 surveys were completed. An additional 8 surveys were recorded, but inadequately completed. Of the 2,335 surveys distributed to non pre-college participants, 34 surveys were completed. An additional 17 surveys were recorded, but inadequately completed.

Within the survey distribution to pre-college participants (n=11), one participant identified as an Upward Bound participant, nine were Pre College Institute participants, and one student participated in both the CHAMP/GEAR UP Program and PCI (Table 4.1).

**Table 4.1**

*Distribution of Pre-College Participants (N=11)*

| Variable | *f* | % |
|---|---|---|
| Pre-College Program | | |
| CHAMP/GEAR UP | 1 | 8.3 |
| Upward Bound | 1 | 8.3 |
| Pre College Institute | 10 | 83.3 |

**Data Analysis**

*Research Question 1*

How do pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University compare to non-pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University?

Table 4.2 displays how often the various student services offices are utilized in the pre-college participant population compared to their non pre-college participant counterparts. Majority of pre-college students reported utilizing advising services monthly (45%), while 44.4% of non pre-college students reported utilizing advising services once per semester. A significantly higher percentage of non pre-college participants reported not having never utilizing the Office of Career Advancement (83.3)

19

and Counseling and Psychological Services (83.3). More than half of both populations reported never utilizing the Testing Center, however 36.4% of pre-college student participants visited the Testing Center once in Fall 2021 compared to 17.1% of non pre-college student participants. Majority of pre-college participants visited the Tutoring Center monthly (45.5), while majority of per-college participants reported not utilizing the Tutoring Center at all (60.0). 54% of pre-college students reported monthly usage of the Financial Aid Office.

**Table 4.2**

*Comparison of Student Services Utilization*

| Variable | Weekly | | Monthly | | Once per Semester | | Not Used | |
|---|---|---|---|---|---|---|---|---|
| | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % |
| University Advising Services | 9.1 | 5.6 | 45.5 | 13.9 | 18.2 | 44.4 | 27.3 | 36.1 |
| Office of Career Advancement | 10.0 | 5.6 | 20.0 | 2.8 | 30.0 | 8.3 | 40.0 | 83.3 |
| Testing Services | 9.1 | 0 | 0 | 14.3 | 36.4 | 17.1 | 54.6 | 68.6 |
| Tutoring Services | 18.2 | 8.6 | 45.5 | 8.6 | 0 | 22.9 | 36.4 | 60.0 |
| Counseling and Psychological Services | 9.1 | 0 | 9.1 | 8.3 | 27.3 | 8.3 | 54.6 | 83.3 |
| Financial Aid Office | 0 | 0 | 36.4 | 27.8 | 54.6 | 38.9 | 9.1 | 33.3 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.3 details a breakdown of the discussions that took place in advising and the comparison of discussion frequency between pre-college students and non pre-college students. Smaller percentages of both populations had discussions with their advisor about academic/graduation plans (5.3 and 5.7) and academic performance concerns (5.3 and 5.7). Students (both pre-college participant and non-pre-college participant) tended to have conversations about selecting courses (26.3% and 28.6%) and registration (26.3% and 22.9%).

**Table 4.3**

*Comparison of Discussions with University Advising Services*

| Variable | $f$ | PCP % | $f$ | NPCP % |
|---|---|---|---|---|
| Establishment of goals | 11 | 13.2 | 36 | 13.3 |
| Exploring/choosing major(s) | 10 | 13.2 | 36 | 15.2 |
| Variable | $f$ | PCP % | $f$ | NPCP % |
| Course selection | 11 | 26.3 | 35 | 28.6 |
| Registration | 11 | 26.3 | 36 | 22.9 |
| Procedures/deadlines | 11 | 10.5 | 36 | 8.6 |
| Creation of academic/graduation plans | 11 | 5.3 | 36 | 5.7 |
| Discussion of concerns of academic performance | 11 | 5.3 | 36 | 5.7 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.4 explained compared discussions had in the Office of Career Advancement between pre-college participants and non pre-college participants. Twenty-nine percent of pre-college participants and 71.4% of non pre-college participants had not

had any of the following conversations with the Office of Career Advancement: job/internship, career counseling, career exploration, and career workshops/events. Twenty-nine point four percent of pre-college participants explored careers compared to the 4.8% of non pre-college participants.

**Table 4.4**

*Comparison of Discussions with the Office of Career Advancement*

| Variable | $F$ | PCP % | $f$ | NPCP % |
|---|---|---|---|---|
| Job/internship search | 2 | 11.8 | 3 | 7.1 |
| Career counseling | 3 | 17.7 | 4 | 9.5 |
| Career exploration | 5 | 29.4 | 2 | 4.8 |
| Career workshops/events | 2 | 11.8 | 3 | 7.1 |
| None of the above | 5 | 29.4 | 30 | 71.4 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.5 details Testing Center-based discussions explored by pre-college participants compared to non pre-college participants. All of the responding pre-college participants reported to discussing placement testing with the Testing Center. Non pre-college participants reported discussing placement testing (66.7%) and accommodated testing (33.3%).

**Table 4.5**

*Comparison of Discussions with the Testing Center*

| Variable | $f$ | PCP % | $f$ | NPCP % |
|---|---|---|---|---|
| Placement testing | 8 | 100 | 14 | 66.7 |
| Accommodated testing | 0 | 0 | 7 | 33.3 |
| CLEP | 0 | 0 | 0 | 0 |
| Distance Learners | 0 | 0 | 0 | 0 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.6 explored discussions pre-college participants and non pre-college participants partook in with the Tutoring Center and compared the two populations. A larger percentage of pre-college participants (44.4) and non pre-college participants (54.6) reported course tutoring. Thirty-three point three percent of pre-college participants discussed drop-in tutoring compared to the 18.2% of non pre-college participants.

**Table 4.6**

*Comparison of Discussions with the Tutoring Center*

| Variable | $f$ | PCP % | $f$ | NPCP % |
|---|---|---|---|---|
| Course tutoring | 4 | 44.4 | 6 | 54.6 |
| Drop in tutoring | 3 | 33.3 | 2 | 18.2 |
| Smarthinking | 2 | 22.2 | 3 | 27.3 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.7 explores Counseling and Psychological discussions of pre-college participants and non pre-college participants. Of the responding pre-college participants, 50% discussed Let's Talk sessions and 50% discussed individual therapy. None of the responding non pre-college participants reported discussing Let's Talk or Group Therapy Services. However, 66.7% discussed individual therapy and 33.3% discussed crisis therapy.

**Table 4.7**

*Comparison of Discussions with Counseling & Psychological Services*

| Variable | $f$ | PCP % | $f$ | NPCP % |
|---|---|---|---|---|
| Let's Talk | 2 | 50.0 | 0 | 0 |
| Group Therapy | 0 | 0 | 0 | 0 |
| Individual Therapy | 2 | 50.0 | 2 | 66.7 |
| Crisis Therapy | 0 | 0 | 1 | 33.3 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.8 details financial aid discussion with pre-college students compared to non pre-college students. Larger percentages of pre-college students (50.0) and non pre-college participants (61.5) reported discussing scholarships with the Financial Aid Office. In regards to grants, 30.0% of pre-college participants reported discussions based on the respective subject while 3.9% non pre-college students reported having conversations on the same subject. On the other hand, 30.8% of non pre-college students reported discussing loans compared to 10.0% pre-college participants.

**Table 4.8**

*Comparison of Discussions with the Financial Aid Office*

| Variable | *f* | PCP % | *f* | NPCP % |
|---|---|---|---|---|
| Loans | 1 | 10.0 | 8 | 30.8 |
| Grants | 3 | 30.0 | 1 | 3.9 |
| Scholarships | 5 | 50.0 | 16 | 61.5 |
| Summer/Winter aid | 1 | 10.0 | 1 | 3.9 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants

Table 4.9 shows differences in pre-college student knowledge of student services and non pre-college student knowledge of student services. In regard to University Advising Services, 54.6% of pre-college students strongly agreed with having adequate knowledge compared to the 8.3% of non pre-college students. However, 44.4% of non pre-college students somewhat agreed to having adequate knowledge of University Advising Services. No percentage of pre-college students reported little to no knowledge of tutoring services, counseling and psychological services, and the financial aid office.

**Table 4.9**

*Comparison of Student Services Knowledge*

| Variable | Strongly Disagree | | Somewhat Disagree | | Neither Agree Nor Disagree | | Somewhat Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % |
| UAS | 9.1 | 13.9 | 9.1 | 8.3 | 0 | 25.0 | 27.3 | 44.4 | 54.6 | 8.3 |
| OCA | 0 | 25.0 | 18.2 | 13.9 | 9.1 | 25.0 | 45.5 | 27.8 | 27.3 | 8.3 |
| Testing Services | 9.1 | 8.3 | 0 | 22.2 | 27.3 | 22.2 | 36.4 | 27.8 | 27.3 | 19.4 |
| Tutoring Services | 0 | 5.6 | 0 | 2.8 | 9.1 | 19.4 | 36.4 | 36.1 | 54.6 | 36.1 |
| C & P Services | 0 | 13.9 | 0 | 22.2 | 18.2 | 16.7 | 45.5 | 25.0 | 36.4 | 22.2 |
| Fin Aid Office | 0 | 5.6 | 0 | 13.9 | 18.2 | 19.4 | 45.5 | 33.3 | 36.4 | 27.9 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants;

UAS=University Advising Services; OCA=Office of Career Advancement; C &

P=Counseling and Psychological

### Research Question 2

How do pre-college participant first-year Rowan students' experiences with

student services compare to non pre-college participant first-year Rowan students'

experiences with student services?

Table 4.10 displays a comparison of the two populations of students and their perception of positive experiences with student services. There were not any pre-college participants that reported strong disagreement with positive student services experiences. Comparatively, less than 10% of non pre-college students reported strong disagreement. Above fifty percent of non pre-college participants neither agree nor disagree with positive experiences in their interactions with student services (excluding University Advising Services).

**Table 4.10**

*Comparison of Student Services Experiences*

| Variable | Strongly Disagree | | Somewhat Disagree | | Neither Agree Nor Disagree | | Somewhat Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % | PCP % | NPCP % |
| UAS | 0 | 2.8 | 0 | 13.9 | 36.4 | 36.1 | 54.6 | 30.6 | 9.1 | 16.7 |
| OCA | 0 | 5.6 | 9.1 | 2.8 | 45.5 | 72.2 | 18.2 | 8.3 | 27.3 | 11.1 |
| Testing Services | 0 | 2.8 | 0 | 2.8 | 63.6 | 63.9 | 36.4 | 11.1 | 0 | 19.4 |
| Tutoring Services | 0 | 0 | 0 | 8.3 | 50.0 | 58.3 | 40.0 | 25.0 | 10.0 | 8.3 |
| C & P Services | 0 | 8.3 | 18.2 | 11.1 | 36.4 | 66.7 | 45.5 | 8.3 | 0 | 5.6 |
| Fin Aid Office | 0 | 2.8 | 0 | 5.6 | 45.5 | 50.0 | 45.5 | 30.6 | 9.1 | 11.1 |

*Note.* PCP=Pre-College Participants; NPCP=Non Pre-College Participants;

UAS=University Advising Services; OCA=Office of Career Advancement; C &

P=Counseling and Psychological

**Chapter V**

**Summary, Discussion, Conclusions, and Recommendations**

**Summary of the Study**

This study was conducted at Rowan University during the 2021-2022 academic year by way of Qualtrics surveys. The purpose of this study was to compare the effectiveness of student services on first-year students between pre-college participant and non pre-college participants. The pre-college participant sample were students stemming from three pre-college programs (CHAMP/GEAR UP, Upward Bound, and Pre College Institute).

**Discussion of the Findings**

*Research Question 1*

How do pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University compared to non pre-college participant first-year Rowan student knowledge and utilization of student services at Rowan University?

Overall, responding pre-college participant first-year Rowan students report more frequent utilization and greater knowledge of student services than non pre-college first-year Rowan students. However, survey results displayed an alarming number of students (pre-college and non pre-college participants) reported never utilizing student services at all. Despite utilization in many offices, there are some reasonable explanations for this. For instance, if students have not established academic accommodations with the

29

University, there may not be a necessity to visit Testing Services. Additionally, non pre-college participants (33.3) reported never visiting the financial aid office possibly for federal and/or state financial aid ineligibility.

*Research Question 2*

How do pre-college participant first-year Rowan student's experiences with student services compare to non pre-college participant first-year Rowan students' experiences with student services?

After comparing the results from both surveys, it can be determined that pre-college participant students have a better experiences overall with student services compared to their non pre-college student participant counterparts. In fact, approximately 50% of responding pre-college participant first-year Rowan students reported to somewhat or strongly agreeing with positive student services experiences (University Advising Services=63.7%, Office of Career Advancement=45.5%, Tutoring Services=50.0%, Counseling and Psychological Services=45.5%, and Financial Aid Office=54.6%), except Testing Services at 36.4%. In contrast, less than one-third of non pre-college participant first-year Rowan students report to somewhat or strongly agreeing with positive student services experiences (Office of Career Advancement=19.4%, Testing Services=30.5, Tutoring Services=33.3%, and Counseling and Psychological Services=13.9%), excluding University Advising Services (47.3%) and the Financial Aid Office (41.7%). It is also important to note that Non pre-college participant first-year Rowan students reported more to strongly and somewhat disagreeing with positive

student services experiences compared to pre-college participant first-year Rowan students.

**Recommendations for Further Practice**

Based on the discoveries found in this study, the following suggestions are presented:

1. Individual student services offices distribute yearly needs assessments for first-year students at the conclusion of the fall semester. Data would suggest that students either know little about the plethora of services provided by the offices or choose not to use the services despite knowledge that they exist. The distribution of this assessment would help education practitioners to not only identify areas of strengths and improvements within each student services office but modify the provided services and reframe the delivery of these services to better target students' needs.

2. More detailed description of offered services for individual student services offices should be articulated during orientation and thereafter to increase the student services utilization and knowledge. In practice, workshops and/or mini-information sessions could be provided by University Advising Services, the Office of Career Advancement, the Testing Center, the Tutoring Center, Counseling and Psychological Services, and the Financial Aid Office throughout the course of the day to give students and parents access to information prior to the start of the semester. For reiteration to increase content retention, it is suggested that a Student Services Fair specifically for undergraduate students

31

could be held at the start of the semester. Education practitioners should also consider maximizing on student reach, particularly underrepresented student populations, by hosting these same workshops/mini-information sessions during the summer bridge programming for respective pre-college programs mentioned in this study.

**Recommendations for Further Research**

The following suggestions for further research are suggested as a result of the discoveries found in this study:

1. This research should be re-administered with a few changes:
   a. Students should be prompted to respond to individual student services utilized as opposed to student services discussed. This may bring clarity to the survey participant when selecting responses.
   b. "None of the Above" should be added to the individual questions regarding individual services provided by respective student services offices. This will allow survey participants to respond to all of the survey questions and allow accuracy in the data.
2. Additional exploration of when and where pre-college participant first-year Rowan students learned of specific services (during pre-college programming or at the start/during their first year of college) will add clarity to this research.
3. This research should be continued with focus groups or interviews to add depth to students' experiences with student services at Rowan University.

# References

Astin, A. W. (1999). Student involvement: A developmental theory for higher education. Journal of College Student Development, 40(5), 518. Retrieved from http://ezproxy.rowan.edu/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fstudent-involvement-developmental-theory-higher%2Fdocview%2F195180247%2Fse-2%3Faccountid%3D13605

ASCEND. (2020). Director's Welcome. https://sites.rowan.edu/ascend/

Cabrera, A. F., & La Nasa, S. M. (2002a). Three critical tasks America's disadvantaged face on their path to college. New Directions for Institutional Research, 2000(107), 22-29.

CHAMP Program. (2020). Welcome to the CHAMP program. Rowan University. https://sites.rowan.edu/champ/

Chickering, A. W. (1969). Education and identity. San Francisco: Jossey-Bass Inc.

Cole, B., High, K., & Weinland, K. (2013). High school pre-engineering programs: Do they contribute to college retention? American Journal of Engineering Education, 4(1), 85-98. doi:http://dx.doi.org/10.19030/ajee.v4i1.7860

College Board. (2020). Rowan University. https://bigfuture.collegeboard.org/college-university-search/rowan-university

Ender, S. C., Wiley, B. A., & Pagano, C. (1998). The Philadelphia partnership: Improving college access and retention among minority and low-income students. College Board Review, 185, 22-27.

Foster, E. F., & Savala, L. A. (2012). Engaging under-represented youth in food, agriculture and natural resources through pre-college residential summer Programs1. NACTA Journal, 56(2), 38-46. Retrieved from http://ezproxy.rowan.edu/login?url=https://search.proquest.com/docview/1040721430?accountid=13605

Freedman, M. B. (1956). The passage through college. Journal of Social Issues, 12(4), 13-28.Gale, T., & Parker, S. (2014). Navigating student transition in higher education: induction, development, becoming. In H. Brook, D. Fergie, M. Maeorg, & D. Michell (Eds.), Universities in Transition: Foregrounding Social Contexts of Knowledge in the First Year Experience (pp. 13–40). University of Adelaide Press. http://www.jstor.org/stable/10.20851/j.ctt1t304xh.5

Kephart, B. & Kephart, M. (2019, April 2). The last glass factory. https://www.nj.com/southjerseylife/2007/09/the_last_glass_factory.html

Ishitani, T.T. (2016). Time-varying effects of academic and social integration on student persistence for first and second years in college: National data approach. Journal of College Student Retention: Research, Theory & Practice, 18(3), 263-286.

Jenkins, M. (2009). The effects of a pre-college program on at-risk students. Research & Teaching in Developmental Education, 26(1), 3-9. http://ezproxy.rowan.edu/login?url=https://search-proquest-com.ezproxy.rowan.edu/docview/886533655?accountid=13605

Martinez, E., & Castellanos, M. (2018). Catching them Early: An Examination of Chicano/Latino Middle School Boys' Early Career Aspirations. The Urban Review, 50(3), 378–401. https://doi.org/10.1007/s11256-017-0438-5

National Center for Education Statistics. (2019). The condition of education: undergraduate retention and graduation rates. https://nces.ed.gov/programs/coe/indicator_ctr.asp

NJ Office of the Secretary of Higher Education. (2020a). Educational Opportunity Fund: Information about Eligibility. https://www.nj.gov/highereducation/EOF/EOF_Eligibility.shtml

NJ Office of the Secretary of Higher Education. (2020b). NJ GEAR UP. https://www.nj.gov/highereducation/gearup/

NJ Office of the Secretary of Higher Education. (2020c). The College Bound Grant Program. https://www.state.nj.us/highereducation/grants/college_bound.shtml

Rowan University. (2020a). Alternate Admissions Paths/RISE. https://admissions.rowan.edu/admissions-process/alternative-admissions-paths/rise.html

Rowan University. (2020b). Rowan University fast facts 2019-2020. https://sites.rowan.edu/fastfacts/index.html

Rowan University. (2020c). STEM CENTER. https://sites.rowan.edu/stemcenter/index.html

Rowan STEAM Academy. (2020). About STEAM Academy. https://www.rowan.edu/steam/

Schreiner, L. A., Pattengale, J. (Eds.). (2000).Visible solutions for invisible students: Helping sophomores succeed. Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition.

Seifert, T. (August 19, 2011). Student Affairs or Student Services? Moving beyond the Name Game. https://supportingstudentsuccess.wordpress.com/2011/08/19/student-affairs-or-student-services-moving-beyond-the-name-game/

Silver Wolf, D., Perkins, J., Butler-Barnes, S., & Walker, T. (2017). Social Belonging and College Retention: Results from a Quasi-Experimental Pilot Study. Journal of College Student Development, 58(5), 777–782. https://doi.org/10.1353/csd.2017.0060

Sleezer, C. M., Russ-Eft, D. F., & Gupta, K. (2014). A practical guide to needs assessment. https://ebookcentral.proquest.com

Swail, W. S., & Perna, L. W. (2000). A view of the landscape: Results of the national survey of outreach programs. In Outreach program handbook 2001 (pp. xi-xxix). New York: The College Board.

The Borough of Glassboro. (2020). Glassboro. https://www.glassboro.org/glassboro

Tower, M., Blacklock, E., Watson, B., Heffernan, C., & Tronoff, G. (2015). Using social media as a strategy to address "sophomore slump" in second year nursing students: A qualitative study. Nurse Education Today, 35(11), 1130–1134. https://doi.org/10.1016/j.nedt.2015.06.011

US Census Bureau. (2019). QuickFacts: Glassboro Borough, New Jersey. https://www.census.gov/quickfacts/glassboroboroughnewjersey

US Department of Education. (2019, November 21). PROGRAMS: Gaining Early Awareness and Readiness for Undergraduate Programs. https://www2.ed.gov/programs/gearup/index.html

US Department of Education. (2021, December 17). Upward Bound Program. https://www2.ed.gov/programs/trioupbound/index.html

# Appendix

## Institutional Review Board Approval Letter



**DHHS Federal Wide Assurance Identifier**: FWA00007111
**IRB Chair Person**: Dr. Ane Johnson
**IRB Director**: Eric Gregory
**Effective Date:** December 14, 2021

## Notice of Approval - Initial

**Study ID**: PRO-2021-646
**Title**: The Impact of Student Services on Students from Pre-College Programs at Rowan University
**Principal Investigator**: Stephanie Lezotte
**Study Coordinator:** Tyherrah Rogers
**Co-Investigator(s)**: Tyherrah Rogers
**Sponsor:** Department Funded

**Submission Type:** Initial
**Submission Status:** Approved

**Approval Date:** December 14, 2021
**Expiration Date:** December 13, 2022
**Approval Cycle:** 12 months
**Continuation Review Required:** Yes
**Closure Required:** Yes

**Review Type:** Expedited
**Expedited Category:** 6. Collection of data from voice, video, digital, or image recordings made for research purposes.
7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

**Pregnant Women, Human Fetus, and Neonates Code:** N/A
Pediatric/Children Code: N/A
Prisoner(s) – Biomedical or Behavioral: N/A

**ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:**

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.

2a. Continuing Review: Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

2b. Progress Report: Approval is valid until the protocol expiration date shown above. To avoid lapses, an annual progress report is required at least 21 days prior to the expiration date.

3a. Expiration of IRB Approval: If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.

3b. Human Subjects Research Training: Proper training in the conduct of human subjects research must be current and not expired. It is the responsibility of the Principal Investigator and the investigator to complete training when expired. Any modifications and renewals will not be approved until training is not expired and current.

4. Amendments/Modifications/Revisions: If you wish to change any aspect of this study after the approval date mentioned in this letter, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects. This policy is also applicable to progress reports.

5. Unanticipated Problems: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office
(45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
https://research.rowan.edu/officeofresearch/compliance/irb/index.html

6. Protocol Deviations and Violations: Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: https://research.rowan.edu/officeofresearch/compliance/irb/index.html

7. Consent/Assent: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. Completion of Study: Notify the IRB when your study has been completed or stopped for any reason. Neither study closure by the sponsor nor the investigator removes the obligation for submission of timely continuing review application, progress report or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Research protocol and study documentation and instruments is approved as of the Approval Date on this letter. All final approved versions of the study documentation, including but not limited to the protocol, advertisements and recruitment instruments, pre-screening instruments, surveys, interviews, scripts, data collection documents, all manner of consent forms, and all other documentation attached to this submission are approved for final use by the investigators up to the expiration date listed above (Expiration Date) in this letter.

11. Letter Comments: There are no additional comments.