Eastern Illinois University

The Keep

Summer 2020

Reinstated Students: The Experiences and Perceptions of Academic Dismissal and Reinstatement

Kiona Webber
Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/theses

Part of the Higher Education Commons

Reinstated Students: The Experiences and Perceptions of Academic Dismissal and Reinstatement

Thesis Defense

Kiona Webber

ABSTRACT

The researcher used a qualitative method to study reinstated students who were previously on academic dismissal from the institution of research. Through the use of semi-structured, individual video calls, the researcher explored what academic and non-academic factors contributed to the participants being placed on academic dismissal, and their decisions to reinstate into the institution. The factors identified as contributing to their academic dismissal includes, challenging family cohesions; participants having to balancing work, school, and parenting; and lacking a supportive network. This study identified the participants biggest contributions to the persistence and motivation to reinstate were their family and support networks.

DEDICATION

Maverick, my son. This thesis is dedicated to you. You motivate me to persist against all

odds, and to be the best version of myself. I love you.

ACKNOWLEDGEMENTS

To my family, friends, and classmates. Thank you! You all have supported me through the many obstacle I have had to navigate through. I have crossed the finish line because of your unconditional support. Thank you to my thesis advisor, Dr. Davenport. You remained patient through this, sometimes-difficult, journey. I appreciate you and all of your efforts, advice, and constant reminders to keep writing.

Thank you to my thesis committee, Cindy Boyer, and Dr. Polydore. Cindy, you initiated this passion I have for this student population. Cindy, thank you for being and incredible supervisor, mentor, and friend. To Dr. Polydore, you challenge me to go beyond what I feel I am capable of, thank you for always setting your expectations high.

TABLE OF CONTENTS

Chapter I

Introduction

Although academic dismissal is an incredibly widespread consequence in higher education, used for students who consecutively fail to meet minimum GPA requirements, there is little research focusing on students who decide to reinstate (Cornelisz, Velden, Wolf, & Klaveren, 2019). Academic dismissal is inconsistent with the theory of keeping students engaged, connected, and involved in their institutions for retention and completion rates (Astin, 2004). In 2018, at least-selective, 4-year institutions, 62% of first-time, full-time students obtained their bachelor's degree within six years (NCES, 2019). Even among students who are most likely to persist and graduate from an institution of higher education (i.e., first-time, full-time degree-seeking students at 4-year colleges and universities), the statistics surrounding academic success and degree completion are disconcerting. Specifically, only six out of every 10 students will receive a bachelor's degree within six-years of matriculation (NCES, 2019).

There are several different reasons for college student departure present within the literature, including academic and non-academic factors. According to the Center for Evaluation and Education Policy, academic dismissal accounts for approximately 25% of all institutional departures (Spradlin, Burroughs, Rutkowski, Lang, 2010). College students are more likely to succeed at an institution if they have been adequately prepared and supported, which can come from support from family, counselors, and adequate preparation from their prior education environments (Dennis, Phinney, & Chuateco, 2005). Dennis et. el., (2005), found that a lack of social support from friends or family means less encouragement to continue striving for a college education, which ultimately creates a barrier for college success. According to Tinto (1993), suspension due to unacceptable academic performance occurs when integration into the social or

academic domain is not achieved, and the student is forced to withdraw. The institution of research, Success University (pseudonym) is among the group of institutions using academic dismissal as a means of consequence for students who do not achieved the minimum GPA requirements. This research identified who reinstated students were at Success University and pinpointed what circumstances contributed to academic challenges. This research offers institutions a way of proactively assisting students who are at risk for academic dismissal.

Purpose of the Study

The purpose of this qualitative study was to understand the experiences of reinstated students who were once academically dismissed from a 4-year public institution in the Midwest. This research focused on establishing a more in depth understanding of academic and non-academic factors that led to students being academically dismissed, and then reinstated into college. The study also aimed to identify what factors contributed to the decision students made to return to Success University. The researcher highlighted predicting factors for academic dismissal to assist institutions in retaining students.

Research Questions

The research questions helped the researcher understand the factors that may have contributed to participants being dismissed and their motivation to return to college. Specifically, these questions unpacked the experiences of academically dismissed students and the resiliency as a later classified reinstated student. The following research questions guided the study:

1.   What factors contributed to academic dismissal?

2.   What do students experience while academically dismissed?

3.   What factors influenced students to return?

4.   How do students make meaning of their academic suspension?

Significance of this study

As the student population in higher education continues to change, colleges and universities need to prepare how to provide equitable resources and guidance towards students' success. As a result of greater access, more students encounter various challenges within their first years of college. Combining the demands of higher education with being unfamiliar with college expectations, underrepresented students have a higher risk of not staying enrolled during their transition years into college (Clark & Cundiff, 2011). By examining reinstated students attending a 4- year institution, institutions can better understand how to take proactive measures in retaining students with academic attrition characteristics. Knowing a quarter of college dismissals are academic related (Spradlin, et.al., 2010), this research raised concern for students who were considered at risk for academic suspension, and special interest in students who defied odds by making the choice to return to a university.

Limitations

The first limitation of this study was the small sample size. Due to the small population this study interviewed only 4 participants. Having a larger pool of qualifying candidates would provide a more in-depth investigation because a larger variety of student perspectives would have been identified. The study took place at a midsized institution located in the Midwest. From selecting one specific institution, the findings of this study were also limited in its transferability.

The researcher's biases, experiences and personality are identified as the second limitation of this study. From working in the office of Student Success as an advisor, the researcher gained prior knowledge about factors that can contribute to academic dismissal,

possibly impacting the data collection and interpretation (Walters, 2002). To minimize this limitation, the researcher interviewed participants that were not the researchers Student Success advisees.

Definition of Terms

Academic dismissal. Dismissal from the institution occurs when students on academic probation fail to attain the required minimum GPA at the closure of a grading period, or if a student's semester GPA is 0.00 with a cumulative GPA below a 2.00 (Success University Catalog, 2020).

Academic Probation. If a student on academic warning GPA falls below a 2.00 at the end of a grading period, the student is placed on academic probation. Probation status requires students to achieve a 2.00 each ending semester until cumulative GPA reaches the Success University's good standing GPA requirements (Success University Catalog, 2020).

Academic Warning. A student is placed on academic warning if their cumulative GPA taken at the institution of research falls below 2.00, but higher than 0.00. Students on academic warning status for the first time, are required to take a success course (Success University Catalog, 2020).

Contributing Factors. Something that helps cause a result (Merriam-Webster, 2020).

External Community Factors. Family, neighborhood, peer groups, work environment, and extracurriculars not belonging to the college community (Tinto,1993).

First Generation Students. First generations students are classified as students whose parents' highest level of education does not exceed a high school diploma (Nunez, Cuccaro-Alamin**,** 1998).

Minorities. A definable category of people who share an identity or status and are subject to prejudice, discrimination, and oppression. (Bell, 2013).

Reinstatement. Students academically dismissed, who have remained out of the institution for at least one fall or spring semester, are eligible to be granted a conditional return into the research institution after meeting requirements. (Success University Catalog, 2020).

Resources. Academic related departments on campus designed to assist with student success; student success office, tutors, and bridge programs (Strange & Banning, 2011).

Retention. A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage (Summerskill, 1962).

Success University. The pseudonym for this study's institution, a Midwest, 4-year institution with a total enrollment of about 8,000 students.

Summary

This study was designed to gain a deeper understanding of the factors that contributed to students' academic dismissal. Students who are involuntarily dismissed based on academic performance, but return to the institution, are a unique group in the world of higher education. The factors that contribute to a student's academic dismissal are important for institutions regarding retaining students, by using proactive interventions and resources. Chapter one offered

an introduction of the study and why studying this group is advantageous to higher education.

Chapter two will provide literature and research related to the topic of academic dismissal and

reinstatement.

Chapter II

Literature Review

In the United States, undergraduate students make up roughly 17 million of the enrolled postsecondary student population (NCES, 2019). This number is projected to increase by 3% between 2017 and 2028 (NCES, 2019). With higher education maintaining its presence in our society as a necessity, retention of all students from the start of their journey through graduation is an issue of interest for institutions (Pascarella & Terenzini, 2005 and Tinto, 1997). Although there is an abundance of research focused on retention, there is little information regarding students who were dismissed at the end of a term as a result of unsatisfactory academic achievement (Tinto, 2004). There is an even smaller amount of research on the experiences and factors motivating students to return, after academic dismissal. Access to higher education is one of the best things that could have happened in the United States. Since more underrepresented students are entering colleges, institutions must take proactive measures regarding the retention of at-risk students. This chapter provides a detailed review of the literature concerning topics that are addressed in the study. The literature reviewed examined students most at-risk for unsatisfactory academic achievement, as well as some of the non-academic factors that could lead to academic dismissal, and reinstatement into Success University.

Academic Dismissal. Academic dismissal, the final response for students who have failed to meet the minimum GPA their institution requires, is used by nearly all public 4-year institutions (Wang & Grimes, 200). Although this study focused on students who have been reinstated into their institution after an involuntary academic dismissal, research regarding attrition, in general, allows for a deeper understanding of the factors contributing to the participants of this study. Attrition has historically been used in research as an umbrella term to

categorize all students who depart from an institution, regardless of the student returning or continuing in higher education elsewhere (Pantages & Creedon, 1978). The limitation of many attrition studies is the lack of distinction between temporarily not being enrolled, or permanently not enrolled in their institution. Eckland (1964) studied students who were characterized as dropouts ten years prior to his study. The researcher found that of the 50% of students who graduated at some point in their college career, only 36 % of those students earned a bachelor's degree in 4 years. Of all the students who were considered dropouts in research data, Eckland (1964) discovered 70 % joined higher education again; either at the institution they departed from, or at a different institution. What is even more astonishing is, more than half of those reinstated participants graduated. Eckland's (1964) research showed having a more in-depth distinction of institution departures breaks down limiting factors and creates more dependable results when examining retention rates. The research mentioned provides a different perspective that should be taken when researching predictors of persistence and attrition. The purpose of this study is to abide by the idea that when students depart from an institution, their leaving does not always equate to permanent dropout; students can return, and this study sought to identify contributing factors for persistence.

Although a quarter of departures are academic dismissals, researchers typically do not separate voluntary departures and academic dismissal (Berkovitz and O'Quin, 2007). Research suggests students who are dismissed from an institution are at greater risk for not returning to the institution or obtaining a degree at all. This is due to the lack of ability to engage and connect with the institution (Tinto, 1999). Berkovitz and O'Quin (2007) explains although the likelihood of students returning to the institution is low, there are students who proceed with the process of

being reinstated. The students who request readmission through forms of appeals, petitions, and agreeing to required conditional terms, are a small and unique population.

Rita (1998) investigated commonality of students who not only return to the institution but those who succeed and graduate. At a small city college, Rita (1998) focused on 86 individuals who were academically dismissed and then reinstated into the institution. The researched compared questionnaire responses between two groups of reinstated students. The group who were considered to be successful upon their return, received at least a C average semester GPA. The group of students who failed, attained less than a C average semester GPA. The most significant variables among the two groups were marital status and financial status. These variables were categorized as incentives. Meaning these students expressed what can be interpreted as something to lose. All participants who succeeded following readmission were married, suggesting that people with their own family might have a greater incentive to persist and succeed compared to their unmarried counterparts. Similarly, the students who failed stated they had zero financial concerns, which is considered an incentive factor. This researcher highlights just a few factors that might indicate success upon return. The research from this study identified what factors contributed to the students return and recognizes Rita's (1998) "incentive factors".

First Generation Student Status. First- generation students are among the population of underrepresented students being accepted into an environment in which they do not have familiarity of the standards and expectations (Davis, 2010). For the purpose of this study, first-generation students are defined as students with parents who have no college or post-secondary education (Woosley & Shepler, 2011). According to Pascarella, Pierson, Wolniak, & Terenzini

(2004), first-generation students had lower grades, compared to their counterparts with parents who graduated with at least a bachelor's degree.

First-generation college students are mostly comprised of people belonging to groups who have been systematically disadvantaged because of their race, income, or gender (Lohfink & Paulsen, 2005). Identifying as a first-generation student is considered a major risk-factor that can impact a student's success (Katrevich & Aruguete, 2017). These students are more likely to have fewer resources to guide them through the transition process into a four-year college institution (Jenkins, et al., 2013). As a result of this, first-generation college students sometimes lack the knowledge of what is expected to be academically successful (Korsmo, 2014).

Ishitani (2003) studied attrition in students, comparing college surviving rates between first-generation students and their counterparts whose parents each obtained a college degree. Both groups consisted of students who identified as either white or minority students. Research indicated the college completion rate for first-generation students by semester six, was 22% less than their counterparts with two parents earning a college degree.

Similarly, Pagdett, Johnson, and Pascarella (2007) studied 3,091 first-time full-time first-generation students during their first year. They found that parental education levels impact on their college student's education experience. According to their study, first-generation students are disadvantaged regarding their positive attitude towards a college education. In addition, students who have parents with at least some college education, meaning no degree attained, have a greater chance at understanding college culture and the value of postsecondary education. The researchers concluded that first-generation college students are at a disadvantage regarding their expectations of college and its rigorous nature.

Ethnic Minorities and Academic Success. Ethnic minorities are also among the population of underrepresented students being accepted into institutions of higher education. According to the American Council on Education (2018) the United States has shifted to a dramatically more diverse nation, making equitable resources a topic of concern (Cataldi, Bennett, Chen, 2018). Nearly 50% of all undergraduate students are people of color (ACE, 2018), yet completion rates are not parallel to their White counterparts (Cataldi et. al., 2018).

Bauman, Acker-Hovrvar, Talbot, Visaya, Valencia and Ambriz (2017) conducted a qualitative study with seven ethnic minority students at a northwestern institution. The semi-structured interviews revealed how positively influential some factors were for ethnic minority's academic success in higher education. Typical factors that aid in their academic success included utilizing support services, family members and faculty. These students had to make sense of their belonging in order to maintain their success as college students. This study is significant because it offers institutions an insight on which strengths to focus on when supporting ethnic minority students.

In another study Billingsley and Hurd (2019) investigated social integration and student success among 340 underrepresented student groups at a predominantly White institution located in the southeastern region of the United States. Researchers found support to suggest that extracurricular involvement can positively impact a student's psychological well-being and promote academic success.

Employment and Financial Barriers. The average rate of attending 4 years of college has increased an average, 2.6% every year from 1988 through 2019 (Bartel, 2020). This is in comparison to the growth of wages having only increased 1.8% per year (Bureau of Labor Statistics, 2019). Therefore, it is valid to say, college is expensive and because of greater

accessibility, a wider range of students are populating the world of post-secondary education. When the uniqueness of every student is accepted, it is recognizable that employment during a college career is often a necessity. In 2017 nearly half (43%) of all undergraduate students attending a four-year institution were employed (NCES,2017).

In 2013, 80% of all undergraduate students reported having to cover some or most of the cost of their tuition (Shoket, 2013). As a result, students are working longer hours (Roberts et.al, 1998). An increase of hours spent working results in a decrease of academic performance. Research has shown that connecting and engaging in the higher education community is strained when a students' time is spent off campus working. (Tinto, 1993). Therefore, research has validated that an increase of hours spent working results in a decrease of academic performance.

Students who are more connected and involved with their institutions are more likely to persist as a college student (Pascarella and Terenzini, 2005). Likewise, Cramer and Kulm (2006) found that more hours worked, lead to the student's employment interfering with studying, assignments and requirements expected of them as students. This study also found the more students work, the less time they spent in extra-curricular activities; and students who do not get acclimated to the institution, fall short of academic success (Cramer & Kulm, 2006). If students are spending more time working, they have fewer opportunities to engage in their academic and social campus environments, which is crucial for retainment (Townsend & Wilson, 2009). So according to the above studies, we can say, external factors that can hinder persistence in college, can be more hours worked which leaves less time for coursework, causing student to be more at risk for academic dismissal.

Student Involvement. Student involvement is defined as how much physical and psychological energy the student devotes to their academic journey (Astin, 1984) Students being

involved in their campus environment is critical for enhancing their college experience (Astin 1993). Researcher Astin studied what was considered traditional students, attending 4-year institutions, and found that students who interacted with their environment showed higher completion rates compared to students not being involved (Astin 1993). Specifically, he found that students who participated in involvement with faculty, student groups and peers, most often enhanced the undergraduate academic experience regarding cognitive development (Astin, 1984). The ample amount of research has explained involvement is necessary for college student cognitive development and academic success (Astin, 1993, Martinez et al., 2009, and Foubert and Grainger, 2006).

Flowers (2004) used the revised 3rd edition of the college student experiences questionnaire (CSEQ) to study 7,923 African American students' experiences with involvement at their post-secondary institutions. Flowers (2004) focused on student participation in the following; clubs and organizations, experiences with athletic and recreation facilities, the student union, peer experiences, art, music or theater, course learning, interactions with faculty and their library use (Flowers, 2004). Results of the study indicated that positive academic and non-academic involvement have positive impacts on college students' academic experiences and development (Flowers, 2004).

On the contrary, research shows that too much involvement can have negative impacts that are similar to students not integrating into their college environment (Bowman & Trolian, 2017). Involvement should occur within reason (Martinez et al., 2009). Bowman and Trolian (2017) examined 8,475 undergraduate students attending a variety of post-secondary institutions, using a longitudinal study. The results show a positive linear relationship and negative

curvilinear patterns of the relationships to cocurricular activities, showing cocurricular activities positive association declines at high levels of engagement.

Reinstatement. There is little research on the topic of reinstated students. Unfortunately, within this small category of students, resides an even smaller subpopulation of reinstated students who succeed (Mcdermott, 2008). The reinstated student population share one common goal: to be a successful college student this time. (Hansmeier, 1965).

Suchan (2016) used a qualitative approach to study 13 reinstated students who were dismissed based on their low academic achievement not meeting their mid-sized institution's minimum cumulative GPA requirement. The reinstated students all had one commonality; their academic dismissal experience was a learning process. This study found that reinstated students had the opportunity to persist if their self-confidence, and competence of the college environment is built and strengthened during their time on academic dismissal through examining of the self and critical reflection (Suchan, 2016). These students experience as academically dismissed triggered motivation to persist. These participants adhered to the belief that successful reinstated students set specific goals to attain, and recognize multiple external factors contributed to their academic failure (Astin,1992).

Researcher Liberto (2002) found that readmitted students' likelihood to persist increased with support and use of campus resources. Liberto's participants identified the following factors as contributions to their academic achievements, changing negative family and employment environments, avoiding negative influences, and increasing positive family and faculty support (Liberto, 2002). Getting a clear understanding of who reinstated students are and the support they require to succeed will benefit institutions in their retention efforts. With effective resources this student population has the ability to build confidence and persist (Suchan,2016).

Theoretical/ Conceptual Frameworks. The first theoretical framework used to guide this study includes Tinto's (1975, 1987, 1993, 2012) research of college student departure. Tinto's theory of departure was conceptualized due to the lack of identification of types of departures from prior research. According to Tinto (2012), prior research failed to consider the intersectionality of forces contributing to students leaving institutions. Tinto's theory focuses on the importance of integrating into the role of being a student, both socially and academically, through developing supportive networks amongst peers, faculty, and staff (Tinto, 1993). Tinto's research found that, the more a student has integrated into the institution, both socially and academically, the higher the likelihood of they are to persist and graduate (Tinto, 1975).

Tinto's integration model is comprised of six attributes that shape a student's experience thus predicting their persistence: intention, commitment, adjustment, difficulty, incongruence, and isolation. Using Tinto's integration model and research can assist with retaining students when institutions are attempting to identify what resources would be more effective for different groups of students, to reinforce their academic and social integration into their institutions. Looking through the lens of Tinto's (1993) framework, this research was able to gain a better understanding of what factors contributed to students being placed on academic dismissal, which resulted in their temporary departure from Success University.

Astin's Theory of Student Involvement. Astin's (1984) theory recognizes the student as a constant evolving and developing being. Researching more than 200,000 participants, Astin found that student involvement within the many facades of their college institution had a large role in retaining students. By using five postulates, Astin found that type, quality, amount of student involvement and effective education policies mattered.

Postulate one is described as a student's physical and psychological involvement into the institution. Postulate two recognizes that continuous involvement was necessary, explained everyone's involvement is tailored to who they are and their needs at any given moment. postulate three focuses on involvement being measured quantitatively and qualitatively. The learning and developing that is occurring through involvement is equally as important as how much a student is involved. The fourth postulate further explains the connectedness of student development through the quality and quantity of their involvement and connections to their institution. The final postulate focuses on how effective policies and practices are, that the foundation of getting students involved and connected relies on the effectiveness of policies and how they are practiced.

Summary

The literature identifies characteristics of students' most at-risk, non-academic factors that contribute to academic dismissal, and readmission following academic dismissal. The literature highlights factors that disturbs these student populations integration into their institutions. This study hopes to give readers tools, and research about what this student population may have encountered while trying to persist on campuses, as well as motivating factors regarding reinstatement. Chapter Three will focus on the methodology used in this research.

Chapter III

Methodology

This chapter outlines the methodological framework that was used for this study. The chapter explains the study design, participants, research site, collection of data and data analysis that was used to examine the experiences of reinstated students who were academically dismissed. In an effort to follow protocol with respect to confidentiality, the pseudonym names (chapter 3) will be used in this chapter. From transcription, coding and analysis of data, common themes were revealed in the response from the individual Zoom interviews. This chapter will provide an examination of the themes in an attempt to answer the research questions.

Design of the Study

This study used a qualitative research approach to gain an in-depth understanding of the participants' experiences as college students who were academically dismissed and later reinstated into higher education. A qualitative approach was chosen because it provides an opportunity for an in-depth understanding of how participants reflect, behave, and learn from their experiences (Health, 2011).

The researcher conducted semi-structured interviews with students academically dismissed and reinstated back into the institution. This method allowed the researcher to ask questions, giving the participants an opportunity to share their personal stories, and disclose any additional information that truly represents their holistic being as a college student (Walters, 2002).

Participants

The researcher conducted interviews with four students enrolled at Success University in the spring 2020 semester, who met the following inclusion criteria: at least 18 years old, previously academically dismissed, current full-time enrolled student, was reinstated between 2016-2019. There are no other restrictions on demographics. For maintaining confidentiality of the participants, the researcher used pseudonyms in this study. For the purpose of this study, reinstated students were defined as those who were academically dismissed and applied for reinstatement into the institution. The researcher gained access to a list of qualifying students by contacting the campus Office of Student Success. This office works with reinstated students as a requirement of their readmission status. Students are required to meet with a staff member to create an academic plan through assessment and identifying the areas of academic support needed to help them succeed (Student Success, 2020).

The researcher used the list provided by the student success office, to email students asking for their participation (Appendix B). The researcher used a follow up email after the initial email, as a reminder that qualifying students still had an opportunity to participate in the study. Participants who completed the interview were entered into a drawing for a $50-dollar Walmart gift card. The participants of this study are the following:

Laila: is a single mother and a first-generation, Mexican-American college student. She works fulltime in the US Military. Laila was dismissed from the institution and upon her reinstatement, has maintained good standing by choosing to earn her degree at a pace that works best for her responsibilities as a mother, service member and sister.

Serena: is a single mother and a first-generation African-American college graduate. At the time of the interview, Serena had recently graduated college with her bachelor's degree, defeating all obstacles and the odds placed against her achieving this goal. Serena grew up in harsh conditions and was eventually placed into the foster care system. She persisted and went on to attend college. During this time, her roles and responsibilities were not just student related. Serena is a single mother, an employee, and a survivor. The semester of her dismissal was packed with advocating for her sick child through misdiagnoses, fighting a legal battle against an abusive ex-partner, and maintaining a job during her full-time course load. Ultimately, Serena was dismissed from the institution, yet she returned and maintained her good standing through graduation.

Marshall: is a first-generation, Caucasian, male college student and prior to his academic dismissal, was unfamiliar with what is expected of college students, both inside and outside of the classroom. Marshall persisted through this learning curve and overcame the lack of direction and motivation that was negatively impacting his role as a college student. Upon returning, Marshall graduated and is currently pursuing a master's degree. Marshall explained his disconnect from the institution, faculty, staff, and peers is what created challenges in the classroom.

Maya: plays a large role in her children and grand children's lives. Maya is a first-generation African-American college student who returned to higher education later in life. Upon her arrival, Maya was faced with navigating through the college culture and expectations of students. During the semester of her academic dismissal, Maya was juggling the roles of being a caregiver to her grandchildren, being available for her own children, working full-time, all while being a student. Her roles and responsibilities, along with the learning curve of being a college

student, came with challenges that ultimately resulted in being academically dismissed.

Nonetheless, Maya persisted. Maya returned to Success University and is expected to graduate

sooner than she anticipated.

Research Site

The institution of research was a midsized, four-year state university located in the

Midwest. The institution has an estimate of 7,800 students. Categorized as a predominantly

White institution (PWI), the student population as of Fall 2019, is made up of 61% White, 14%

African American, 11% Hispanic/Latino, and about 8% identified as other minority racial

groups. The research site is located in a rural community of about 20,000 residents. According to

the institution's registrar office, since 2014 there has been 336 students granted reinstatement.

Instrument

Through semi-structured interviews, the researcher used open-ended questions designed

to elicit answers that would offer deeper insights into the students' experiences as academically

dismissed and reinstated. The questions asked during the individual interviews can be found in

Appendix A. This instrument allowed for further questions to develop as the discussion

progressed. This structure created opportunities for the participants to disclose more openly

(Walters, 2002).

Data Collection

This study was conducted by the researcher through semi-structured, one-on–one

interviews, using open-ended questions. Due to the COVID-19 pandemic, the United States was

required to practice social distancing, so the interviews were conducted via telecommunications

using video and audio. The interviews took place in the researcher's home, in a private room

dedicated to the privacy of the participants. The interviews occurred on one device using Zoom

(2020), a telecommunication device, and the recording function was enabled. Each interview

lasted 45 minutes to one hour. To secure the privacy of the interview, the researcher emailed

each participant a passcode one hour before the scheduled meeting time. The waiting room

feature was enabled; this allowed the researcher to choose who entered the meeting. Each

meeting had a unique passcode. The researcher uploaded the interviews on their laptop drive and

transferred the recordings to a flash drive. The interviews were transcribed through a third-party

and cross checked by the researcher. The researcher then analyzed and code the data for themes.

Participants were given the opportunity to review their transcribed interview session for

accuracy. Participants were assigned pseudonyms to maintain their confidentiality.

Data Analysis

Data collected through audio and video recording was transcribed and analyzed using a

categorization of content approach (Strauss & Corbin, 2015). This approach is described by

Fraenkel (2011) as converting descriptive language into categories. The researcher formulated

relevant themes from the data collected. Topics qualified as a theme when it occurred in at least

3 interviews. The themes were then configured into codes, in order to count frequency of words

or phrases that belong under a formulated category. After finding and organizing data, the

researcher analyzed the counted phrases and words, revealing their intended meaning.

Treatment of the Data

The researcher will upload the interviews on their laptop drive and transfer the recordings

to two flash drives; two flash drives so there is one backup of the collected data. The two flash

drives with the collected information will be locked up in a file cabinet that is only accessible by

the researcher. The information stored on the flash drives will be kept for three years to adhere to

the IRB policies. After three years, the flash drives will be destroyed

Summary

      This chapter presented the methodological framework of this study. This chapter

identified the target population and how the population will be selected. In this chapter are the

details of how this study will collect, treat and analysis data to identify shared themes and

experiences.

Chapter IV

Results

The purpose of this study was to gain a deeper understanding of how academic and non-academic factors contributed to student's academic dismissal, and to identify factors that influenced their reinstatement. This chapter is organized by research questions followed by themes identified from the interview. Below is the analysis of the data collected from a series of questions (Appendix A), asked during individual interviews with four students who were academically dismissed and reinstated into Success University. The study was guided by three research questions: What factors contributed to academic dismissal; describe your experience while academically dismissed; and what factors influenced students return?

Findings

Research Question #1. What Factors contributed to academic dismissal?

When discussing what factors played a role in the student's inability to contribute effective efforts to their academics, ultimately leading to their academic dismissal, a few themes were discovered. The themes include, changing family cohesions; balancing work, school, and parenting; and lacking a support network.

  Challenging Family Cohesions. The first factor participants identified as contributing to their academic dismissal was their family structure. Three of the participants are single parents who experienced extreme shifts within their family constructs. Three of the participants expressed having to give the largest part of their focus to their children during the unfolding of difficult events while still attempting to attend college.

Laila is a single mother who had to be available to help her young child navigate through trauma they experienced at the hands of a trusted family member. Specifically, Laila explained, "I had to take care of my child… there was something drastic happening and I had to choose my priority". Similarly, Serena is a single mother of two children who was simultaneously attending school while having to navigate through changes in her family structure. Serena described her focus being on removing her family from an abusive relationship by taking legal actions, while at the same time, caring for her sick child who was undiagnosed at the time. Serena stated "because of the physical and emotional abuse, I just couldn't focus in class". She also explained having to miss class during the semester she was announced as dismissed. She missed class often because she was traveling to different physicians across the state, searching for a diagnosis for her child.

Maya is also a single parent whose family dynamic during their academic endeavors were shifting. Maya not only provided support to her children, but also to her grandchildren. She explained, "Your family needs you for just about everything and not only did I have my kids, I had my grandkids". She described this new responsibility as having to start over. Meaning, they cared for their grandkids who were young, which is inevitably a demanding role.

Balancing Work, School, and Parenting. The second contributing factor participants mentioned was struggling to balance being a fulltime student, while also maintaining a job necessary for supporting their families. Two participants worked full-time, and one worked part-time. Laila has a very demanding job as a soldier in the military. Laila described her job as requiring overnight shifts which extends into the morning explaining, "I was only getting four hours of sleep…balancing [everything] became extremely stressful." Maya also expressed having to manage exhaustion due to working full-time. She said, "working fulltime, not having enough time to really study, I would use my lunch break and other breaks [to do schoolwork],

then come home tired". Maya was unable to effectively balance work and dedicate the time it took to study well enough to succeed.

Serena was also a working, single mother. The semester leading up to her academic dismissal, Serena was juggling being a parent with two kids, being a full-time student and working two jobs in order to maintain a minimum of 20 hours a week. Serena explained she was required to work 20 hours a week, even as a full-time student, in order to receive food stamps. Serena described feeling defeated by the work requirement and juggling parenting and school. She recalled this feeling as, "the odds were against me."

Lack of Support Networks. The third contributing factor for academic dismissal participants identified was their lack of supportive networks. Participants expressed that having friends or a connection to peers that could offer support during similar journeys would have alleviated burdens they were carrying and helpful in staying motivated. Marshall mentioned not having made connections on the campus, stating " If I would've had, friends or a network or participated in clubs, social activities, something like that, that would've, kept me moving, I think that would have been beneficial." Similarly, Serena explained how she learned late in their college career about a support group specific to students who were parents explained, "I think being around other people with kids and similar frustrations, would have been a good coping mechanism for me."

One participant also expressed their lack of connection to faculty and staff contributed to becoming academically dismissed. Laila expressed being shuffled around to different advisors due to a transitioning occurring amongst the advisors. Laila expressed this as being an issue because the constant change resulted in "…a lack of communication." She also felt a disconnect from professors. She described previous semesters having felt their instructors cared about

student's success in the class. Having professor take extra measures to establish a connection

enabled more motivation in Laila she stated "I got really comfortable and it reflects on my grade.

I got an A in that class… it [was] pretty cool, knowing somebody actually cares for you."

Research Question #2: Describe your experience while academically dismissed?

While discussing the experiences students had while academically dismissed, a few

themes were discovered. All participants maintained a productive lifestyle, and experienced

challenges as a result of being academically dismissed.

Using Academic Dismissal as a Time to Remain Productive. Participants discussed

their experiences during academic dismissal is how their time was spent productively. Although

every participant maintained a productive lifestyle, the manner in which they remained

productive varied. Two used their academic dismissal period as new students enrolled in a

different institution. Although not every participant maintained their status as a student in

college, all maintained some sort of connection to higher education. Laila had a mentor who was

well educated and explained to her being a fulltime student was not the only option to reach her

goal. Serena maintained a job at the institution and was surrounded by her coworkers who

motivated her to keep aiming for graduation. The rest of the participants had similar motivating

people or environments.

Challenges Experienced During their Dismissal Period. The final theme expressed by

participants is their challenge to progress to what they considered better jobs. Most of the

participants shared the eye-opening challenges of not progress the way they wanted in the

workforce. During their interviews, the participants reflected on what they learned during this

time of being academically dismissed. Most of the participants realized how far having a

bachelor's degree could take them. Specifically, Serena explained she was not qualified for the jobs with good benefits. Realizing this, gave her reassurance that college was the right path for her future.

Three participants expressed having encountered a sense of needing to continue learning, which further reassured them wanting to figure out the best way for them to be successful and obtain their goals of graduating. Laila remembered having the feeling of needing to keep her mind actively engaged in learning, even during her time as academically dismissed. She explained that she truly enjoys learning, which to her, meant finding a way to succeed in college at her own pace.

Research Question #3. What factors influenced students to return?

The interviews moved in the direction attempting to gain a greater understanding of why the students returned to Success University. When talking with participants about their decisions to return, there were multiple themes identified as factors being influences to their return to Success University. Participants explained their motivating factors as either their family members, or supportive peers.

Family and Support Systems as Motivating Factors. When asked how they came to the decision to return, three participants explained family members as being primary motivating factors. Laila explained her child as a motivating factor because she wants to lead by example. She explained that she teaches her child to "do their best" and to keep improving, so Laila was motivated by wanting to show her child what it looks like to not give up on a goal. Serena expressed a similar motivating factor, explaining that her children influenced her return:

> I used to have to call people, ask them to help me pay my water bill. I used to have to
> spend time at the library all day, to use Wi-Fi. So, I just knew like I did not want that. I

grew up in a harsh lifestyle and that is how I ended up in a group home. And I would just

try to make sure, like they are good, like if I do this, that it would benefit them. I could

have them a savings account or they go to college, they do not have to work a job, they

will be able to focus on their studies. That was my whole motivation, that they do not

have to struggle because of my struggle.

Serena explained the challenges she faced being a first-generation college student, and she sees

no reason her children cannot have better than she did. She explains the struggles she does not

want for her children.

Although two participants expressed family being their motivating factors to decide to

return, three participants also gave credit to outside support systems. Serena explained her

coworkers enlightened her on how much more she could achieve; their experiences help push her

towards achieving her degree. Similarly, Marshall explained his friendship with a professor at

success university, which held attributes that of a mentorship. Marshall said his support person

"checked up on me and kind of nudged me when I needed to be nudged." He further explained

how his friend gave him the support he needed, but also the constructive criticism which further

motivated him towards his return into higher education. Two other participants had similar

motivating factors of either family members or people outside of the family supporting them an

encouraging their continuation of obtaining a degree.

Research Question #4: How do students make meaning of their academic dismissal?

When thinking about this research question, the answers participants gave in the previous

questions make up the findings of this question. No interview questions were explicitly asked in

the attempt to answer this questions, so the interpretation stems from the previous interpretations from research questions 2 and 3.

Participants spent their time reflecting and staying productive. During this time, participants experienced challenges that motivated their return and to succeed. Students expressed the desire learn the tools and practice using the skills necessary to achieve their goals. Students also discussed how helpful gaining and utilizing support networks and services. As stated in question 3 of this research, the students felt they found motivation to return during the academic dismissal, specifically from their family members and other support networks.

Summary

Numerous crucial themes surfaced from the individual interviews. These themes embodied the experiences of academically dismissed students and their motivating factors to persist. Research question number one identified factors that participants felt contributed to their academic dismissal, which included similar initial feelings of disappointment, having challenging family dynamics, and balancing work, school and parenting as well as, having a lack of supportive networks. Research question number two examined the participants experiences as academically dismissed, discovering every participant remained productive, and had to navigate through challenges directly related to their role as a student. Finally, research question number three focused on identifying factors that influenced the participants to return to Success University. Most of the participants revealed their family or close-knit support system gave them the motivation to keep striving for their goal.

Chapter five will discuss the meaning of this study's findings. This chapter will include recommendations for the profession of student affairs, and expanding on the finding, from this study.

Chapter V

Discussions, Recommendations, Conclusion

Astin's theory of involvement focuses on how crucial it is for students to develop connections both physical and psychological to their academic experience (Astin, 1999). The participants in this study had the commonalities of lacking connection to the institution, an ineffective support network, and some were forced to navigate through life changing and traumatic events, and all of the participants held jobs. When factoring in each of these participants experiences, it is reasonable to note that even though they were college students, they were also holistic human beings with their own lives, challenges, and perspectives, which impacted their college experience. With college becoming far more accessible, the range of the type of students and their needs are changing. This study understands the holistic nature of a student and investigated what factors contributed to students being placed on academic dismissal. This study also examined what factors contributed to their return into the college of research. This chapter will discuss findings from the study, how it compares to literature and recommendations for further research.

Discussion

The discussion is guided by the following research questions: What factors contributed to academic dismissal; describe your experience while academically dismissed; and what factors influenced your return. When asked these questions during the individual interviews, participants were given the opportunities to speak freely about their experiences leading up to academic dismissal, their time during academic dismissal and what motivated their return. These

interviews offered in-depth insight and perspective regarding the reinstated population, which

currently does not have a substantial amount of research.

      Factors that Contributed to Academic Dismissal. Literature finds that, the most at risk

populations for attrition are amongst groups such as first generation, people of color, working

students, and those who have what can be considered stressful family dynamics (Ishitani, 2003;

Cataldi et. al., 2018; Tinto, 1993;). Participants in this study discussed their challenging factors

that contributed to their academic dismissal. The participants identified 3 similar challenges:

challenging family cohesion, balancing work, school and parenting and a lack of support

network.

      Lee, Hamman, & Lee (2007) identified family cohesion as one of the positive factors for

students adjusting to college and predicting retention rates. The participants in this study

discussed strained family dynamics that required a large amount of their attention, which meant

less of their focus was on their academics. Laila and 2 were battling abusive family members,

which disrupts the family closeness that researchers finds to be a positive reinforcer for students'

success in college (Aspinwal & Taylor, 1992). These students felt that they could not give their

academics the attention it needed because they were helping their children cope with their

traumatic experiences or were attending court to establish a restraining order. These students

were experiencing external factors that required much of the time and energy away from their

institution, and research has shown that stress can hinder students from achieving academic

success (Murff, 2005)

      The second theme expressed by participants as a contributing factor to their academic

dismissal was their need to work while attending school. Nearly half (43%) of all undergraduate

students attending a four-year institution were employed (NCES,2017). The participants of this study help make up the large percentage of students who are also employed. Most of the participants worked at least 20 hours a week. And of the students with jobs, all of them relied on their job to support their household and their role as a student. For Serena, working at least 20 hours was required by the state assistance she needed to help support her and her children. Serena struggled with a work schedule that fit well with her school schedule while also being available for her children. Research has found that more hours worked, means less time spent in an academic role, thus, losing the connection that is crucial for academic success, (Tinto, 1993). The participants in this study expressed having to often set aside their role as a student when their other fulltime roles as parents and employees conflicted. This aligns with literature regarding the strain working can have on student's participation in their campus and academic environment.

An additional theme emphasized, was the lack of a support network students had leading up to their academic dismissal. Participants discussed the lack of support they felt they needed, but did not have, on or off campus. The participants expressed feelings of lack of support aligned with research on how first-generation students likely have limited resources that would aid in their navigating the four- year institution culture (Jenkins, et al., 2013). Participants explained how they were unaware of resources that would have benefited their roles as a working mother who is attending school. Three other participants felt they did not know how to approach their professors, for help or where else they could look for academic support. All of the participants identify as first-generation students, and all of them discussed not having the resources and support researchers believe first-generation students typically lack (Davis, 2010).

Experience While Academically Dismissed. One of the least researched populations of students is the reinstated student, with even little literature on student experiences during their academic dismissal. The little research available regarding this small population, shows that reinstated students typically spent their academic dismissal period learning and reflecting (Suchan, 2016). The students in this research offered insight into how their time was spent during academic dismissal, sharing their experiences of remaining productive, and facing challenges that sparked interest in them returning to Success University.

All of the participants in this study incorporated reflection during their time as academically dismissed and shared the experience of staying productive. Laila explained that she did not stop exercising her mind. She maintained educating herself through reading and self-reflection. Two other participants attended a community college during their dismissal period, and all of the participants-maintained job. During their time of productivity, the participants explained how they dedicated time to reflect in order to decide what truly mattered to them, and how to craft the future they desired, which unanimously was to return to Success University. This time of reflection aligns with research that also found this commonality amongst reinstated student Liberto, (2002).

The final theme associated with how participants spent their time during their academic dismissal was having to navigate through career challenges. Astin (1999) research explained that students who depart from the institution are not likely to return. Although the reinstated population is small, and according to Astin (1993) are unlikely to return, Rita's (1998) study found that students typically do return when they have incentive factors. As predicted, some of the participants of this study discovered their "incentive factors" following challenges they encountered that was directly related to them not having a bachelor's degree. Most of the

participants felt their most eye-opening experience was their career path options. Serena explained coming to the realization that jobs with benefits and hours that fit her life as a mom required at least a bachelor's degree. She explained that this challenge motivated her to reinstate into the institution of research. Similarly, Marshall described his frustration with knowing he did not qualify for entry level positions at companies that encouraged career growth.

In 2018, data showed that the unemployment rate was higher, for people with less education than their counterparts (NCES 2018). The experiences of the participants from this study aligned educational attainment and employment rates. Because of their realization, the participants of this study decided to reinstate into the role of a student at Success University, with the incentive of being able to secure a future they coveted.

Factors that Influenced their Return. Aligning with Rita' s (1998) incentive factors theory, this study discovered one theme regarding factors that influenced the participants return into Success University. Two of the participants believed they reinstated into the institution because of their children, and all of the participants had support that ignited an understand that their envisioned futures required at the very least, a bachelor's degree.

The theme found during our conversations about factors that influenced the participants return to Success University, is support systems as motivators. In a couple cases, children were the fundamental influences. Two participants interviews came full circle by the end of our Zoom meeting. Two single mothers were influenced by their child(ren) to be what they consider, good influences. First, Laila felt as if she had to not only speak what she expected of her child, but also set the expectations, which meant going back to college. Laila wants her child to work through challenges, work hard, exhaust the best effort, and never give up her at achieving her aspirations. Laila's incentive for returning to Success University, and succeeding, is knowing her child is

watching and learning from her actions. Similarly, Serena is a single mother whose children influenced her reinstatement decision. Serena understands the opportunities a college degree can present, and her reason for returning to Success University for her bachelor program was due to the desire to give her children a life she did not have. She wanted to ensure stability, and have their basic needs met, and even have their wants, met. Serena explained that she returned and succeeded, by changing her habits and her mindset, because her children deserves the life, she wants to give them. Laila and Serena are single parents and they both want their children to grow up seeing their mothers succeed.

All of the participants were asked where they see themselves in the future. Laila sees herself moving up in military ranks, eventually having more of a humanitarian type of role, where her own education and experiences with help with leading and inspiring others in similar situations she found herself navigating through. Serena, as a recent graduate was accepted into graduate school but decided to hold off and focus on her children for a while. When asked where she sees herself in the future, she knows she wants to be an advocate for juveniles, she knows attaining her bachelor's degree was the first step towards her aspirations. Marshall is currently in real estate and wants to go deeper into this field. Lastly, Maya has the clear and concise visual of her graduating with the degree she has dreamt of, for a while now. The participants incentives were made clear, and each person identified either a support person or group of people who helped them identify their dreams and come to the realization that reinstating into Success University would put their future plans into effect. Having support networks are crucial for persisting and succeeding (Pai-Lin Lee at, el.2007). The students from this study found their support networks by staying connected to higher education, and some, to Success University.

This theme aligned with Tinto's (1993) theory on the benefits of students developing supportive networks with faculty and their peers. Laila found support from a peer who recognized the value of having a bachelor's degree, and also enlightened Laila about the options of how to achieve her goals at Success University, which was to take lighter course load. Serena, maintained in the environment, and leaned on her co-workers for advice and motivation. Marshall befriended a faculty member who expressed the benefits of college in a clear, concise, and honest point of view.

Maya maintained learning, and practiced doing what is expected of college students, to discuss and ask questions. Through maintaining the connection to the classroom setting and having an instructor who affirmed thoughts and answered her questions willingly, Maya began to understand communication and connecting to faculty is what successful students do, giving her the confidence to return to Success University.

Implications for Student Affairs Professionals. Students are holistic human beings, with roles and responsibilities outside of the classroom and campus environment. Understanding what other roles students have, will aid in student affairs professionals identifying what support different students need in order to persist. This research will benefit those who are working directly with all students but especially underrepresented students. Although this research is highly beneficial for student affairs professionals, those in program and policy making positions will find this research helpful in identifying what programs to provide and how imperative it is to market these programs effectively. From the findings of this research, the following are recommendations:

1. Provide proactive support. Underrepresented students are enrolling at higher numbers in higher education. With the increasing numbers, ensuring people apart of underrepresented student groups are getting support before they are faced with academic challenges will help with retention efforts. Because First-generation and ethnic minority students are amongst the most at-risk for incompletion, this group should always be a high priority to help persist.

2. Effectively promote available resources. Participants in this study expressed how helpful resources could have been, had they known about them during their most vulnerable moments as a student facing challenges. This study found that students did not utilize resources until their academic status made it a conditional agreement. Upon finding out and utilizing resources, they felt they could have maintained good standing if they knew about support services prior to their academic dismissal.

3. Provide reinstatement support. Ample amount of studies show that mentorships are a crucial aspect of retaining students through building connections and mutually supportive relationships. All of the participants stayed connected to the institution somehow, through their own efforts. Similarly, they all mentioned how helpful it would have been for them and others they know, people who did not return, to have had some sort of exit counseling and a check-in. The reinstatement process requires decision making and sometimes obstacles, such as financial aid renewal petitions, that the participants felt would have been helpful. Not all students maintain a connection to the institution during their academic dismissal period, which is concerning because connection is crucial for persisting (Astin, 1984 and Tinto, 2012). Having a student affairs professional walk through the steps after being dismissed, outlining dates regarding reinstating, checking in

close to the reinstatement dates and a person to help specifically for reinstating could

assist in retention efforts.

Recommendations for Future Research

1. Since this study was conducted at a predominantly white institutions, it can be replicated

   other PWI's that vary in size and geographical locations. Conducting this study at other

   institutions would give researchers the opportunity to compare results and identify

   differences and similarities throughout the country

2. This study was conducted through interviews with four participants. Having a larger

   sample size would offer results from a more diverse group of students, which would give

   more reinstated student perspectives. Having more perspectives would give researchers a

   more in depth understanding of this population.

3. This study included first-generation, women, working, and ethnic minority

   underrepresented student groups. A study focused on different underrepresented groups,

   such as LGBTQ, international or low-ses, would offer different perspectives. Focusing on

   one underrepresented group would allow for a greater, more in depth understanding of

   how belonging to said group impacts their student experience, reinstatement, and

   persistence.

4. Using the result from this study, a quantitative study could help examine the extent to

   which these results represent the experiences of this entire population. A quantitative

   study could be used to identify and examine the most common themes, which would

   allow student affairs professionals where to start in their revitalizing of at-risk

   populations, academically dismissed students, and reinstated students.

Conclusion

      Understanding student populations and perspectives is not uncommon, but the specific population of at risks students who decide to reinstate, following academic dismissal, is missing in literature on students persisting. This study was conducted to fill that void. This study recognizes the student role is sometimes damaged due to external factors, and that students who are academically dismissed can persist and succeed. Using a qualitative method, this study dove into the experiences and perspectives of those students. This research reveals that family dynamic, working, and a lack of connections to the institution contributes to attrition. The research also reveals that staying productive during academic dismissal, support networks and connections to the institution impacts a student's decision to return. From the individual interviews, this research explains the importance of proactive support, building and maintain connections to at risk and academically dismissed students and adequately promoting resources that are available. The academically dismissed student population is capable of not just returning but succeeding. Which means, investing in this population could improve retention rates for institutions.

References

Aspinwall, L. G., & Taylor, S. E. (1992). Modeling Cognitive Adaptation: A Longitudinal
Investigation of the Impact of Individual Differences and Coping on College Adjustment
and Performance. *Journal of Personality & Social Psychology,* 63(6), 989–1003.

Astin, A. W. (1984). Student Involvement: A Developmental Theory for Higher
Education. *Journal of College Student Personnel*, *25*(4), 297–308.

Astin, A. W., Astin, H. S., & California Univ., L. A. H. E. R. I. (1992). *Undergraduate Science
Education: The Impact of Different College Environments on the Educational Pipeline in
the Sciences. Final Report*.

Astin, A. W. (1993). *What Matters in College? Four Critical Years Revisited. Jossey-Bass
Higher and Adult Education Series*.

Bartel, A. C. (2020). Education Tax Credits: A different Trajectory for Federal Funding of
Higher Education and Remediation for Effective Policymaking. *Journal of Student
Financial Aid*, *49*(3), 2–14. Retrieved from
https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1681&context=jsfa

Bell, K., ed. 2013. "minority." In Open Education Sociology Dictionary. Retrieved April 11,
2020 (https://sociologydictionary.org/minority/).

Berkovitz, R. A., & O'Quin, K. (2007). Predictors of graduation of readmitted "at risk" college
students. *Journal of College Student Retention: Research, theory & Practice, 8*(2), 199-
214.

Billingsley, J. T., & Hurd, N. M. (2019). Discrimination, Mental Health and Academic

Performance among Underrepresented College Students: The Role of Extracurricular

Activities at Predominantly White Institutions. *Social Psychology of Education: An

International Journal*, *22*(2), 421–446.

Bauman, S. S. M., Acker, H. M., Talbot, D. L., Visaya, A., Valencia, M., & Ambriz, J. (2019).

Exploring and Promoting the College Attendance and Success of Racial/Ethnic Minority

Students. *Journal of Multicultural Counseling & Development*, *47*(1), 37–48. https://doi-

org.proxy1.library.eiu.edu/10.1002/jmcd.12119

Bowman, N., & Trolian, T. (2017). Is More Always Better? The Curvilinear Relationships

between College Student Experiences and Outcomes. *Innovative Higher

Education*, *42*(5/6), 477–489. https://doi-org.proxy1.library.eiu.edu/10.1007/s10755-017-

9403-1

Cataldi, E. F., Bennett, C. T., & Chen, X., (2018). First-Generation students: College access,

persistence, and post bachelor's outcomes. National Center for Education Statistics (ED),

421, 2-8. Retrieved from https://nces.ed.gov/pubs2018/2018421.pdf

Clark, M. H., & Cundiff, N. L. (2011). Assessing the effectiveness of a college freshman seminar

using propensity score adjustments. *Research in Higher Education, 52*(6), 616–

639. https://doi.org/10.1007/s11162-010-9208-x

Cogan, M.F. (2011). Predicting success of academically dismissed undergraduate students using

quality point status. *Journal of College Student Retention: Research, Theory & practice,*

12(4), 387- 406. doi: https://doi.org/10.2190/CS.12.4.a

Corbin, J., & Strauss, A. L. (2015). *Basics of qualitative research: techniques and procedures for developing grounded theory*. Los Angeles: SAGE.

Cornelisz, I., Velden, R. V., Wolf, I. D., & Klaveren, C. V. (2019). The consequences of academic dismissal for academic success. Studies in Higher Education, 1-15. doi:10.1080/03075079.2019.1596076

Daniel, V., Bonnie, Evans, G. Scott, R. B. (2001) Understanding family involvement in the college experience today. *New Directions for Student Services, 94,* 7-11.

Davis, J. (2010). *The first-generation student experience: implications for campus practice, and strategies for improving persistence and success*. Sterling, Va: Stylus.

Dennis, J.M., Phinney, J.S., & Chuateco, L.I. (2005). The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students. *Journal of College Student Development 46*(3), 223-236. doi:10.1353/csd.2005.0023.

Eckland, B. K. A source of error in college attrition studies. Sociology of Education, 1964, 38, 60-72.(b)

Espinosa, Lorelle L., Jonathan M. Turk, Morgan Taylor, & Hollie M. Chessman. 2019. *Race and Ethnicity in Higher Education: A Status Report*. Washington, DC: American Council on Education.

Flowers, L.A. (2004). Examining the Effects of Student Involvement on African American College Student Development. *Journal of College Student Development 45*(6), 633-654. doi:10.1353/csd.2004.0067.

Foubert, J. D., & Grainger, L. U. (2006). Effects of Involvement in Clubs and Organizations on

    the Psychosocial Development of First-Year and Senior College Students. *NASPA*

    Journal, *43*(1), 166–182

Hansmeier, T. W. (1965). An investigation of factors related to the success after readmission or

    reinstatement of college student's academic dismissal Michigan State University, East

    Lansing.

Health, I. f. (2011, May). Qualitative. Retrieved from Institute for Work & Health:

    http://www.iwh.on.ca

Ishitani, T. T. (2003). A Longitudinal Approach to Assessing Attrition Behavior among First-

    Generation Students: Time-Varying Effects of Pre-College Characteristics. *Research in*

    Higher Education, *44*(4), 433–449.

Jenkins, s., Belanger, A., Connally, M., Boals, A., & Duron, K. M. (2013). First generation

    undergraduate students' social support, depression, and life satisfaction. *Journal of*

    College Counseling, 16 (2), 129-142. doi: doi:10.1002/j.2161-1882.2013.00032.x

Katrevich, A. V., & Aruguete, M. S. (2017). Recognizing Challenges and Predicting Success in

    First-Generation University Students. *Journal of STEM Education: Innovations &*

    Research, *18*(2), 40–44.

Kinloch, G. C., Frost, G. A., & Mackay, C. (1993). Academic Dismissal, Readmission

    Conditions, and Retention: A Study of Social Science Majors. *NACADA Journal*, *13*(1),

    18–22. doi:10.12930/0271-9517-13.1.18

Kulm, T. L., & Cramer, S. (2006). The Relationship of Student Employment to Student Role, Family Relationships, Social Interactions and Persistence. *College Student Journal, 40*(4), 927–938.

Liberto, M. H. (2002). *Factors leading to academic success at a community college after scholastic suspension* (Doctoral Dissertation, The University of Southern Mississippi.). Available from ProQuest Dissertations and Theses database. (UMI No. 3049571).

Lohfink, M. M. & Paulsen, M. B. (2005). Comparing the determinants of persistence for first-generation and continuing-generation students. *Journal of College Student Development*, *46*(4), 409-428. doi: 1 0.13 53/csd.2005.0040

McDermott, M. L. (2008). The relationship between suspension and subsequent student success (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3310606)

Meadows, D. C., & Tharp, T. J. (1996). Suspended students: An analysis of suspension length and returning semester GPA. NACACA Journal, 16(1), 35–37

Merriam-Webster. (n.d.). Contributing factor. In *Merriam-Webster.com dictionary*. Retrieved April 10, 2020, from https://www.merriam-webster.com/dictionary/contributing%20factor

Murff, S. H. (2005). The Impact of Stress on Academic Success in College Students. ABNF Journal, 16(5), 102–104.

National Center for Education Statistics. (2019). Digest of Education Statistics, 2018.

National Center for Education Statistics. (2019). *Digest of Education Statistics, 2017* (NCES

     2018 – 070). Washington, DC.

Nunez, A.-M., Cuccaro-Alamin, S., & MPR Associates, B. C. (1998). *First-Generation Students:*

     Undergraduates Whose Parents Never Enrolled in Postsecondary Education. Statistical

     Analysis Report. Postsecondary Education Descriptive Analysis Reports.

Pai-Lin Lee, Hamman, D., & Lee, C. C. (2007). *The Relationship of Family Closeness with*

     College Students' Self-Regulated Learning and School Adjustment. College Student

     Journal, 41(4), 779–787.

Pantages, T. J., & Creedon, C.F. (1978). Studies of College Attrition: 1950-1975. *Review of*

     *Educational research, 47 (*1), 49.

Pascarella, E.T., & Terenzini, P. T. (2005). *How College Affect's Students: A Third Decade of*

     Research. (2). Jossey-Bass, An Imprint of Wiley.

Pascarella, E.T., & Terenzini, P. T. (2004). First-Generation College Students: Additional

     Evidence on College Experiences and Outcomes. *The Journal of Higher*

     Education, *75*(3), 249–284. doi: 10.1353/jhe.2004.0016

Roberts, R., & Golding, J. (1999). The Effects of Economic Circumstances on British Students'

     Mental and Physical Health. *Journal of American College Health*, *48*(3), 103.

     https://doiorg.proxy1.library.eiu.edu/10.1080/07448489909595681

Rita, E. S. (1998). Characteristics of successful students readmitted following academic

     suspension. Community College Journal of Research and Practice, 22(5), 519–529.

Shoket, A. (2013, August 7). Millennials and Their Money: How They Pay for College Life.

    Retrieved from https://www.citigroup.com/citi/news/2013/130807a.htm

Summerskill, J. (1962). Dropouts from College. In N. Sanford (Ed.), *The American college: A*

    psychological and social interpretation of the higher learning (p. 627–657). John Wiley

    & Sons Inc. https://doi.org/10.1037/11181-019

The NCES Fast Facts Tool provides quick answers to many education questions (National

    Center for Education Statistics). (2018). Retrieved from

    https://nces.ed.gov/fastfacts/display.asp?id=561

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research.

    Review of Educational Research, 45, 89–125

Tinto, V. (1987). Leaving college: Rethinking and causes and cures of student attrition Chicago,

    IL: University of Chicago Press.

Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition (2nd ed.).

    Chicago, IL: University of Chicago Press.

Tinto, V. (2012). Leaving college: Rethinking the causes and cures of student attrition (3rd ed.).

    Chicago, IL: University of Chicago Press.

Walters, E. (2001). The Use of Qualitative Research Methods in Student Affairs: A practical

    Guide. *College Student Retention. 3*(2), 183-194.

Wang, H., & Grimes, J. W. (2000). A systematic approach to assessing retention programs:

    Identifying critical points for meaningful interventions and validating outcomes

    assessment. Journal of College Student Retention, 2, 59–68

Appendix A

Interview Questions

1. Demographics (Tell me about yourself)

    a. What is your first and last name?

    b. What is your current year in school?

    c. What year were you dismissed?

    d. What was your GPA at dismissal?

    e. Are you the first in your family to attend college?

    f. What ethnicity do you identify as?

2. What Factors contributed to academic dismissal?

    a. How did you feel when you were notified you were dismissed?

    b. What do you think you could have done differently?

    c. List the specific challenges that made it hard for you the semester you were dismissed?

    d. What support do feel would have helped while you were academically dismissed?

3. What do students experience while academically dismissed?

    a. Described the greatest challenge you encountered during academic dismissal?

    b. What does It mean to you to be academically dismissed?

    c. How did you spend your time while on academic dismissal?

    d. Where do you see yourself in the future?

4. What factors influenced students to return?

      a. How did you come to the decision to return to the institution?

      b. Who influenced you to return to college?

      c. What have you done differently to improve your academics since

      returning?

5. What haven't we discussed that you would like to talk about?

Appendix B

Email Communication

Initial Email

Hello XXXX Student,

My name is Kiona Webber and I am a second-year graduate student in the master's program, College Student Affairs at XXXX University. You are invited to participate in a research study conducted by myself, and Dr. Mona Davenport, because you have been identified as a reinstated student. As a requirement of my program, I am conducting my Master thesis research on the experiences of reinstated students. I am interested in interviewing four to six reinstated students to get a better understanding of what motivated students to enter the college environment after being dismissed.

Participation in this study will require you to partake in one 30-45-minute interview. Your participation in this study is entirely voluntary and you reserve the right to withdraw without any penalty. Your involvement in this research is confidential and your information will not be shared with anyone other than my thesis advisor.

Your participation will offer a better understanding of the experiences reinstated students go through, and how institutions can better support the student population in their academic journey. If you have any questions about this study, please contact myself or my thesis advisor. Dr. Mona Davenport at Mydavenport@XXXX.edu. I would greatly appreciate your participation if you are interested please respond to my email (Kmwebber@XXXX.edu.) Participants who complete the interview will be entered to a drawing for a $50-dollar Walmart gift card.

Reminder Email

Hello XXXX Student,

My name is Kiona Webber and I am a second-year graduate student in the master's program, College Student Affairs at XXXX Illinois University. I am emailing you to remind you of your eligibility to participate in my study that examines the experiences of reinstated students. I am hoping to interview students who would like to discuss their experiences before and after their reinstatement into XXXX.

I would greatly appreciate your participation, as I hope this study will offer institutions insight into how institutions can better support students during their academic journey.

If you have any questions about this study, please contact myself or my thesis advisor. Dr. Mona Davenport at Mydavenport@XXXX.edu.

I would greatly appreciate your participation if you are interested please respond to my email (kmwebber@XXXX.edu).

Best,

Kiona Webber

Appendix C

Informed Consent

Informed Consent

You are invited to participate in a research study conducted by Kiona Webber and Dr. Mona Davenport, from the Department of Counseling and Higher Education at XXXX University. Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate. You have been asked to participate in this study because you are a reinstated student who is at least 18 years of age.

The purpose of this study is to look at the experiences of reinstated students who were once academically dismissed. This research will focus on establishing a more in depth understanding of academic and non-academic factors that impacted students who were academically dismissed, and then reinstated to college. If you volunteer to participate in this study, you will be asked to complete this consent form by signing at the bottom after thoroughly reading this document. Schedule an interview within a week of signing the consent form. Confirm your chosen interview date and time within 24 hours being assigned the time.

The interview will take place via video call, using Zoom. Following the completed interview, you will receive the transcript of the interview and will be asked by the researcher to review and check for accuracy. The interview will take about 30 to 45 minutes to complete. With your permission the interview will be recorded using the record function on Zoom. You will be asked to describe your experiences as a college student and as a college student who was

academically dismissed. Being asked about your past might cause discomfort. If there is any discomfort you do not have to answer the question, I will move on to the next question. If you are not able to find a quiet place to participate in the video interview, your answers might be overheard. If so, we can reschedule the interview for a time that allows you to have a more secure environment.

There are not any compensations or treatments available if injury occurs during this process. The potential benefit is being able to share your perspective and experiences as a student who was academically dismissed and reinstated. Your interviews have the potential to help other students who are at risk for academic dismissal get support that could help them succeed. The potential benefit to institutions is having a better understanding of what factors can contribute to students' academic dismissal. Having a better understanding can possibly help retention rates. Participants who complete the interview will be entered into a drawing for a $50-dollar Walmart or Amazon gift card. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of assigning pseudonyms to every participant. Data will be kept in a safe locked and password protected location. Three years after the completion of the study, the data will be deleted. Any demographics collected in the interview will be kept separate from the interview recordings and transcription. The study requires collection of private identifiers. Identifiers might be removed from the identifiable private information or biospecimens and that, after such removal, the information or biospecimens could be used for future research studies or distributed to another principal investigator for future research studies without additional informed consent from the subject.

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from XXXX University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer. If you have any questions or concerns about this research, please contact, Kiona Webber, Principal Investigator, at kmwebber@XXXX.edu or Dr. Mona Davenport, Faculty Sponsor Mydavenport@XXXX.edu.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

_____

Printed Name of Participant

_____   _____

Signature of Participant   Date

I, the undersigned, have defined and fully explained the investigation to the above subject.

_____   _____

Signature of Investigator   Date