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Chancellor's Scholars Program: Exploring the Transitional Influence on Freshmen College Students

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Chancellor's Scholars Program: Exploring the Transitional Influence

on Freshmen College Students

by

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Chancellor's Scholars Program: Exploring the Transitional Influence

on Freshmen College Students

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University of Nebraska, 2012

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The purpose of this study was to explore the fears and situations of Hispanic freshmen students enrolled at a large Midwestern University who had received the Chancellor's Scholarship and were participating in the 2011-2012 Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services at this University. How participation in the Chancellor's Scholars Program aided them in the transition process was also determined. Schlossberg's Transition Theory (1981) presented factors that influenced a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. These four categories were viewed in relation to the transition process for the Chancellor's Scholars and to evaluate how participation in the program aided each student's transition into college.

The University's Chancellor's Scholars Program was a retention program designed to assist freshmen National Hispanic Scholars, awarded the Chancellor's Scholarship transition smoothly from high school to college. The program specifically served Chancellor's Scholarship recipients who were recognized as National Hispanic Scholars, meaning the student achieved a 3.0 grade point average or higher the end of their junior year of high school and were of at least one-quarter Hispanic/Latino decent. The Chancellor's Scholars Program provided academic and personal support to the

students through a series of academic workshops, peer mentoring, cultural enhancement activities, social programs, and academic counseling. Six participants were interviewed in order to describe their individual experiences in the 2011-2012 Chancellor's Scholars Program.

As these first-year students transitioned into college each of their individual experiences was unique and different. Therefore, it was important to understand the transition process as experienced by individual students and how a transition program may have affected their transition process. Participants' academic and social transitions were defined through the lens of Schlossberg's Transition Theory, which viewed each student's situation, self, support and strategies both pre-college and during college. This study showed that the 2011-2012 Chancellor's Scholars Program positively influenced the transition of participants from high school to college at a large Midwestern University. The results of this study may be helpful to the University to improve transitional programs for new Hispanic students, aid in retention efforts, and help the institution understand how it can better assist Hispanic students in a successful first year of college.

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Chapter 1

Introduction

For first-year students, starting college is a challenging and new experience. Each student that starts college must go through a transition in which they adjust and adapt to their new environment. For first-year students, the transition into college life will be unique and different for each individual. According to previous research, "the most important factor in student learning and personal development during college is student engagement, or the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2002). How do students make a successful transition from high school to college? What can institutions of higher education do to help facilitate this transition? What kinds of programs and support should colleges offer to their first-year students?

For many first-year students an added pressure in the transition process is the adjustment to college-level course work. Especially, if students are expected to maintain a specific grade point average in order to retain a scholarship or other educational award. "Merit-based financial aid for college stands as the best known public policy instrument available for motivating students through direct, financial incentives" (Henry and Rubenstein, 2002, p. 93). However, is a financial incentive enough to motivate and help students adjust to college life and become successful students? According to Astin (1985), "students learn by becoming involved" (p. 133). With this in mind, transition programs in higher education are essential to help students adjust to college life and learn to the best of their ability.

In this qualitative research study, first-year Hispanic students who participated in the 2011-2012 Chancellor's Scholars Program at a large Midwestern University were studied in order to explore the program's effectiveness on a student's transition into college. The students that participated in this study received the Chancellor's Scholarship from the University, which is a renewable scholarship that covers full-tuition as long as the student maintains a 3.5 cumulative grade point average or above at the end of each academic school year. The students participating in the Chancellor's Scholars Program are encouraged to become involved both socially and academically on campus. The Chancellor's Scholars Program was intended to aid in the transition process for first-year students will be analyzed in regards to Nancy Schlossberg's Transition Theory. Looking at student participants' high school experience and transition into the first semester of college will be explored through this theory in order to determine the effectiveness of the program and implications for future college transition programs.

Chancellor's Scholars Program

The Chancellor's Scholars Program is a retention program designed to assist Hispanic freshmen awarded the Chancellor's Scholarship transition smoothly from high school to college. All of the students that participated in the program were also previously recognized as National Hispanic Scholars, which meant that the National Hispanic Recognition Program (NHRP) identified them as an academically outstanding Hispanic/Latino high school student.

The Chancellor's Scholars staff provides academic and personal support to students through a series of academic workshops, peer mentoring, cultural enhancement activities, social programs, and academic counseling. As part of the program, the

Chancellor's Scholars staff coordinates programs specifically designed to assist students in gaining the tools and tips necessary for a successful college career. The ultimate goal of the program is to help all Chancellor's Scholars build a strong academic and social foundation by providing them with the resources to connect, engage, and balance the demands of higher education (Aguirre, 2011). The Chancellor's Scholars Program is offered by the Office of Academic Success and Intercultural Services at the University and is open to first-year students awarded the Chancellor's Scholarship and who were also selected as National Hispanic Scholars. Below are the requirements of the Chancellor's Scholars Program that students must follow:

Activity Goals (Requirements)

- Meet regularly with assigned Chancellor's Scholars staff

- Attend at least three (3) Chancellor's Scholars Workshops each semester

- Attend at least two (2) cultural events per semester

- Attend three (3) study sessions with the Academic Success Lab per month
  - Or accumulate a total of 6 hours per month

- Participate in at least two (2) volunteer projects per year

- Participate with the Mid-Semester Grade Check Program (Aguirre, 2011)

Academic Goals (Requirements)

- Maintain a 3.5 cumulative GPA; evaluated at the end of each spring term

- Enroll full-time each semester (12 credit hours)

- Successfully complete 24 credit hours per year
  - Including successful completion of 9 graded hours per semester (Aguirre, 2011)

Purpose Statement

The purpose of this study was to explore the fears and situations of freshmen Hispanic students enrolled at a large Midwestern University who have received the Chancellor's Scholarship and were participating in the Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services at the University. How participation in the Chancellor's Scholars Program has aided them in the transition process will also be determined. Nancy Schlossberg's Transition Theory has laid out factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. These four categories will be looked at in relation to the moving in phase of the transition process for the Chancellor's Scholars and to evaluate how participation in the program has aided each student's transition into college. The results of this study may be helpful to the University to improve transitional programs for new students, aid in retention efforts, and help the institution understand how it can better assist students in a successful first year of college.

Research Questions

The following grand tour question was studied: How did participants in the 2011-2012 Chancellor's Scholars Program view the program in regards to aiding them in their transition from high school to college?

Subquestions.

1. How did participants view their high school experience (both academically and socially)?

2. How did participants view their collegiate experience so far (both academically and socially)?

3. What role did the Chancellor's Scholars Program play in the participants' transition into college?

4. How did participants perceive the Chancellor's Scholars Program in regards to how it impacted them both academically and socially?

5. What do participants perceive as their future collegiate experience?

Research Design

This qualitative research study was conducted at a large Midwestern University. Six participants were interviewed in order to explore their individual experiences in the transition process from high school to college and how the 2011-2012 Chancellor's Scholars Program has played a role in that transition process. Qualitative research was chosen for this study because the researcher was interested in how individual students' transition into college was affected by the 2011-2012 Chancellor's Scholars Program. The researcher also chose a qualitative method in order to collect in-depth data which detailed a student's collegiate experience in regards to academic and social adjustment. According to Creswell (2012), "qualitative research is best suited to address a research problem in which you do not know the variables and need to explore" (p. 16). In this study, "exploring a problem and developing a detailed understanding of a central phenomenon" (Creswell, 2012, p. 16) was key to understanding the transition process for the Chancellor's Scholars students.

Participants for this study were chosen through purposeful and convenience sampling. "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 2009, p. 77). Convenience sampling, as implied by the

term, is when selection of the sample is "based on time, money, location, availability of sites or respondents, and so on" (p. 77). The Chancellor's Scholars sample selected for this research study was chosen based on convenience and ease of access to schedule interviews and because of the students' participation in the 2011-2012 Chancellor's Scholars Program. The primary researcher selected three male and three female students participating in the Chancellor's Scholarship Program and contacted them via email, inviting them to participate in the study. Schlossberg's Transition Theory, regarding the moving in phase, was analyzed in regards to the data collected. The findings from this research will be presented through the discussion of themes in Chapter 4.

Definition of Terms

Transition—Any event, or non-event that results in changed relationships, routines, assumptions, or roles (Goodman, Schlossberg, & Anderson, 2006, p. 33).

Adaptation—"Adaptation to transition is a process during which an individual moves from being totally preoccupied with the transition to integrating the transition into his or her daily life" (Schlossberg, 1981, p. 7).

First-year student—A student enrolled in college for the first-time following their graduation from high school.

Involvement—"refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1999, p. 518).

Strengths—"Individual characteristics, also called internal assets or personal competencies, associated with healthy development and life success" (Benard, 2004, p. 13).

Weakness—"a particular part or quality of someone or something that is not good or effective" (Cambridge University Press, 2011).

*Support System—*A group or individual that provides an individual with information, advice, protection, and reinforces the individual's self-worth (Schlossberg, 1981).

*Campus resources—*Services offered on a University campus that help facilitate students' academic, social, and physical well-being.

Situation—"Examines the features of a transition and how they may influence its significance to the individual" (Bailey-Taylor, 2009).

*Self—*This "variable is composed of a person's outlook on life, as influenced by personal characteristics (including demographics, such as socioeconomic status) and psychological resources" (Bailey-Taylor, 2009).

Strategies—"Actions that individuals take in response to transitions" (Bailey-Taylor, 2009).

Support—"refers to the resources available to people" (Bailey-Taylor, 2009)

*Moving In, Moving Through, Moving Out—*A series of phases in an individual's transition process (Schlossberg, 1989).

Significance

The significance of this study was to explore the transition process from high school to college for those students participating in the 2011-2012 Chancellor's Scholars Program. Realizing that each student is unique this study explored how students' transitions may be different than their peers. This study could have substantial significance in helping the University determine what can be done to better facilitate the

first-year student transition process. This study explored participants perceptions of their

"situations, self, support, and strategies" prior to college and then after their first few

months of college. The results of this study could be helpful to the University to improve

transitional programs for new students, aid in retention efforts, and help the institution

understand how it can better aid students in a successful first year of college.

Delimitations

> Delimitations are those characteristics selected by the researcher to define the
> boundaries of the study. The researcher makes conscious exclusionary and
> inclusionary decisions regarding the sample (including such information as
> geographic location), the variables studied, the theoretical perspectives, the
> instruments, and the generalizability. (Dusick, 2011)

Delimitations existed in this study due to the demographic characteristics of the chosen

participants. Participation in this study was delimited to the use of Hispanic students who

had the following characteristics: students must have been first-year students at the large

Midwestern University, enrolled as a full-time student, a recipient of the 2011-2012

Chancellor's Scholarship, participant in the 2011-2012 Chancellor's Scholars Program,

and were recognized as a National Hispanic Scholar. These specific characteristics

excluded a large portion of the student body along with the exclusion of Chancellor's

Scholar recipients who were not participating in the program. The study only used

participants from one large Midwestern University and therefore did not focus on other

institutions. The study also only consisted of six participants from a possible nine that

met all of the requirements. The results of this study will not be generalizable to past

Chancellor's Scholarship recipients.

Limitations

Limitations of this study include that the participants were chosen with purposeful and convenience sampling. Students were chosen because of ease of access and because they were participating in the Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services. The primary researcher had access to this particular group's contact information and therefore chose this population to study. All six students were recognized as National Hispanic Scholars and therefore were of Hispanic descent; their experiences may have been different and cannot speak or be generalized to students from other ethnic backgrounds. The sample was truly a convenience sample in that even though the students participating in the Chancellor's Scholars Program were of at least one-quarter Hispanic/Latino decent, the researcher put no focus on race or ethnicity in regards to this study. The study was conducted on the basis of learning about the transition process of first-year students and these students of Hispanic decent were treated like any other student at a predominately white institution. Therefore, no literature review or focus on race, ethnicity, culture, or cultural capital was taken into consideration. The researcher chose to consciously ignore race and ethnicity, and conduct the study focusing only on the fact that this easy to access population included all first-year students. The study results come from one large Midwestern University; therefore, results may not be the same as at other institutions based on size, location, or type. More generalizable results could culminate from a multi-institutional study regarding transition programs.

Assumptions

> We all like to think that we are objective scholars who judge people based entirely
> on their experience and achievements, but copious research shows that every one

of us brings a lifetime of experience and cultural history that shapes the review process. The results from controlled studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit or unconscious assumptions we can make. (WISELI, 2011)

The primary researcher was a main staff contact for the 2011-2012 Chancellor's Scholars Program and therefore had some basic assumptions prior to beginning the research. One assumption made by the researcher was that the Chancellor's Scholars Program had some influence on the students that participated. The researcher also knowing that a majority of the students were from out-of-state, expected there to be a large adjustment process regarding the students ability to get acquainted to a new environment. Along with this, the researcher assumed that even though the participants were of at least one-quarter Hispanic/Latino decent, that their experience would be similar to that of other first-year students. Also assumed, was that the program activity and academic requirements would have some type of impact on student grades and involvement. The researcher mostly assumed that the program would have a constructive influence on the participants and that the requirements of the program would help students move more easily through the transition process from high school to college.

Conclusion

Students beginning college must adjust to their new environment academically, socially, and physically. As students move out of high school and move in to college they go through a transition process. This transition process is different for each student, as each student has a unique self, situations, support, and strategies to help them adapt. As part of the Chancellor's Scholarship Program, students were given certain requirements that are aimed to help ease the transition process and allow them to connect to campus. By exploring the fears, questions, and adjustment process for students,

institutions can hope to better facilitate students' transitions, making them more successful and to increase student retention.

In Chapter 2, a review of literature will be presented. Much research has been done in regards to life transitions and student transition programs. Looking at past studies and the importance of transition programs, there is definite evidence supporting student involvement in relation to student success. Schlossberg's Transition Theory will be used to further explore and explain how students in the Chancellor's Scholars Program view their experiences, adaption, and transition into life as a college student.

Chapter 2

Literature Review

Purpose Statement

The purpose of this study was to explore the fears and situations of freshmen Hispanic students enrolled in a large Midwestern University who had received the Chancellor's Scholarship and were participating in the Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services at the University. How participation in the Chancellor's Scholars Program had aided them in the transition process will also be determined. Nancy Schlossberg's Transition Theory has laid out factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. These four categories will be studied in relation to the transition process for the Chancellor's Scholars and to evaluate how participation in the program has aided each student's transition into college.

Introduction

The purpose of this literature review was to provide background information related to transition programs and to review theories related to the importance of student success in higher education. In particular, Nancy Schlossberg's Transition Theory will be explained, as her theory iterated the transition process which can be applied to the participants in this research study. Peer-reviewed journal articles, books, and online resources were used to accumulate a strong body of previous research that not only supported but enhanced this study. Many search terms were utilized in the process, some of these included, "transition programs," "scholarships and student motivation," "college transitions," "student involvement," and "college student success." Information in this

literature review was chosen because of its relevance to the overall research topic but does not exhaust the amount of literature that is available. The literature chosen creates a sound base for this research study and provides grounding on which to analyze the data collected by the researcher.

Transition Programs

> The college transition may pose a challenge to students' learning dispositions. Students have to adjust to a new social and academic environment at a time when college staff and parents expect them to be more autonomous in managing their academic and personal life than before. (Larose, Bernier, & Tarabulsy, 2005, p. 282)

Students must take on more "responsibility than they did in high school for managing their academic progress (registration, changing programs, etc.), showing self-discipline in their studies, taking the initiative to meet their teachers when problems arise, and making decisions about their future" (Larose et al., 2005, p. 282). The tasks mentioned often pose a challenge for first-year students and may affect their learning disposition regardless of their disposition in high school. With so many new challenges facing new college students, institutions must realize that support and guidance may be the best way to help students adapt. One method institutions use to aid this process is through the use of transition programs.

Transition programs are used by most institutions of higher education, but the layout and format of programs differ from institution to institution. A study conducted by Larose et al. (2005) "suggested that the learning dispositions of insecure students are more negatively affected by the college transition than those of autonomous students" (p. 288). With this aspect in mind, support of the student, and their attachment and support from home and high school play a role in their transition process. Institutions of higher

education aim to provide support by offering campus programming and activities, academic resources, developmental services, and through interaction with students by faculty, staff, and student affairs personnel (Astin, 1999).

A study conducted by Karen Kurotsuchi Inkelas and Jennifer L. Weisman (2003) examined student outcomes among students participating in three types of living-learning programs (p. 335). This study, in particular, focused on three types of programs:

> Transition Program goal: to facilitate a smooth academic transition for first-year students; Academic Honors Program goal: to support students in their pursuit and enjoyment of challenging academic endeavors; Curriculum-Based Program goal: to provide stimuli that broaden students' social and cultural perspectives and horizons. (Inkelas & Weisman, 2003, pp. 336-337)

In this study, the researchers found that "Transition and Academic Honors Program participants more often used critical thinking skills in class assignments, met socially with a faculty member outside of class, and discussed sociocultural issues outside of class" (Inkelas & Weisman, 2003, p. 344). This study also interestingly found that students in Transition and Academic Honors Programs tended to go to different sources for academic advice. The researchers found that students in transition programs tended to seek academic advice from faculty members outside of the classroom, while Academic Honors Program students sought help from peers outside the classroom (p. 344).

> Living-learning participants, more often than their control group counterparts, enjoyed: (a) a smooth transition to college during their first year; (b) challenging academic pursuits; and (c) learning new or different perspectives. In addition, the students in the programs with objectives that mirror the outcomes in this study were generally found to exhibit the highest outcomes among their classmates. For example, participants in Transition Programs were the most likely to perceive a smooth transition to college, and significantly more so than Academic Honors Program participants and the control group students. (Inkelas & Weisman, 2003, p. 345)

The study involving living-learning programs provided evidence that those participating in a transition program often view their transition into their first year of college more smoothly than other students not participating in a transition program.

Student Motivation and Success

"Institutions vary in terms of mission and educational goals; students themselves differ in terms of what they want from college" (Hu & Kuh, 2003, p. 198). Shouping Hu and George Kuh (2003) tested a learning productivity model to explore what influences the productivity of undergraduate students on college campuses.

> The findings from this study indicate that high quality relations among different groups positively affect the amount of effort students put forth. That is, students tend to expend more effort when they perceive that their relations with other students are friendly and supportive, faculty members are approachable and encouraging, and administrators are helpful and considerate. (Hu & Kuh, 2003, p. 199)

Part of the Chancellor's Scholars program is centered around getting students to interact with other students and to encourage student, faculty, and staff interactions; hoping to increase the effort that students put forth to purposeful and positive activities. "Attempts to improve learning productivity must take into account the in-class and out-of-class activities and experiences that contribute directly to student learning as well as students' perceptions of the college environment" (p. 200).

Student engagement has long been a factor in determining student success. Astin's (1999) Theory of Student Involvement, which will be described later in this chapter, has championed this idea of encouraging students to be active participants in purposeful activities throughout their collegiate experience. George Kuh, along with Cruce, Shoup, Kinzie, and Gonyea (2008) recently studied the effects of student engagement on first-year students' grades and persistence. In their study two main

conclusions were discovered. First, "student engagement in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and by persistence between the first and second year of college" (p. 555). Second, "engagement has a compensatory effect on first-year grades and persistence to the second year of college at the same institution" (p. 555). Grades and persistence being a major measure of college student success then indicates that encouraging engagement in educationally purposeful activities is a key factor in helping facilitate success.

Much research discussing the topic of scholarships affect on student motivation and success is related to student athletes and athletic scholarships rather than on institutional scholarships rewarded because of academic excellence. There is also much literature discussing the distribution of scholarships and controversy between merit-aid and need-based aid. "Although previous research shows that merit-based aid, like traditional financial aid, can increase college enrollments, the scant evidence on outcomes beyond initial enrollment has been mixed" (Scott-Clayton, 2011, pp. 615-616). A research study conducted by Scott-Clayton (2011) analyzed the West Virginia PROMISE Scholarship Program. The West Virginia PROMISE Scholarship is detailed below.

> This scholarship covers full tuition and required fees for up to four years for eligible first-time freshmen who enroll full-time at a West Virginia public two- or four-year institution, or an "equivalent amount" at an eligible West Virginia private institution. Full-time enrollment is defined as a minimum of 12 credit-hours per semester. To renew the scholarship, undergraduates must successfully complete at least 30 credits per year and maintain a 3.0 cumulative GPA, although they are allowed a 2.75 GPA in their first year. Those who fail to meet renewal requirements once cannot later regain the scholarship. (Scott-Clayton, 2011, p. 617)

Scott-Clayton (2011) found that the program appeared to have substantial impacts on cumulative GPA and total credits earned in the students' first year as well as moderate impacts on these outcomes after four years. He also found that the program seemed to have large effects on the percentage of students meeting key achievement benchmarks and increasing 4-year graduation rates (p. 623). Viewing results of the West Virginia PROMISE Scholarship study showed that scholarships that require certain benchmarks to be met in order to retain a scholarship seem to have ample impact on student success.

Astin's Theory of Student Involvement

As students enter college they face not only academic but social adjustment. Being successful during college is often more than obtaining just good grades, but also meeting new people, gaining new experiences, and finding purposeful activities and organizations to be a part of. Transition programs often contain many of the elements listed above by encouraging and helping students get involved and connecting them with resources, people, and organizations that will aid in their success (McDonough, 2004).

Alexander Astin was a theorist in the student development field that studied the importance of student involvement. Astin described involvement as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1999, p. 518). Therefore, by the definition set forth by Astin, involvement is a framework that involves numerous parts.

> Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, a typical uninvolved student neglects studies, spends little time on campus, abstains from extracurricular activities, and has infrequent contact with faculty members or other students. (Astin, 1999, p. 518)

Astin's theory included five basic postulates, shown in Table 1, that help to better summarize his theory.

Table 1

Astin's Five Basic Postulates

Postulate	Description
1	Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
2	Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3	Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams).
4	The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5	The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Source: Astin (1999, p. 519)

With the postulates set forth in Table 1, Astin focused on factors to help facilitate the development of students. Factors include variables such as a student's place of residence, honors program involvement, academic involvement, student faculty interaction, athletic involvement, and involvement in student government (1999, pp. 524-526).

> According to the theory, the greater the student's involvement in college, the greater will be the amount of student learning and personal development. Front the standpoint of the educator, the most important hypothesis in the theory is that

the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (Austin, 1999, pp. 528-529)

Facilitating student development through transition programs is a gateway or tunnel to focus on getting students involved. By directing "attention away from subject matter and technique and toward the motivation and behavior of the student" (Austin, 1999, p. 529), student affairs professionals should "view student time and energy as institutional resources," (p. 529) which they can aim to use efficiently and wisely. Involvement facilitates the development of the student in a positive manner (p. 523), possibly aiding in their success and easing their collegiate transition and acts as a hallmark of most transition programs.

Schlossberg's Transition Theory

Every individual, young or old, goes through transitions during their lifetime. The transition from high school to college is often one of the major milestones and transitions for young adults (Evans, Forney, Guido, Patton, & Renn, 2010, pp. 212-213). "Transitions provide opportunities for growth and development, but a positive outcome cannot be assumed" (p.213). Since positive outcomes cannot be assumed, supporting students during the transition process may aid in the probability of having a positive outcome.

In Schlossberg's Transition Theory, a transition is defined as "any event, or non-event that results in changed relationships, routines, assumptions, or roles" (Goodman et al., 2006, p. 33). To better understand what a certain transition means to a certain individual requires considering the type, context, and impact of the transition (Evans et al., 2010, p. 215). Three types of transitions are noted:

- anticipated transition-occur predictably,

- unanticipated transition-not predictable or scheduled,

- nonevents—an event that is expected to occur but does not (Goodman et al., 2006, p. 34).

Context refers to one's relationship to the transition and to the arena or setting in which the transition takes place. Impact is determined by the degree to which a transition alters ones daily life (pp. 36-37).

A transition, whether it be an event or nonevent, triggers the transition process. The transition process is thought to consist of three phases, "moving in, moving through, and moving out" (Goodman et al., 2006, p. 50). As a student begins the process and "moves in" they must began to deal and cope with the transition at hand. One's ability to cope with a transition is influenced by four major factors that Schlossberg calls the 4 S's. The 4 S's are: situation, self, support and strategies (p. 55). The 4 S's which are necessary for individuals to cope are laid out below in more detail. An individual "employs a ratio of assets to liabilities and allows for changes in the ratio as an individual's situation changes," (Schlossberg, Waters, & Goodman, 1995, p. 49) meaning that an individual's assets and liabilities in each area shape the transition process (Goodman et al., 2006).

Situation—"Examines the features of a transition and how they may influence its significance to the individual" (Bailey-Taylor, 2009). The factors that are considered important are shown in Table 2.

Table 2

Important Factors in Situation

Factor	Description
Trigger	What precipitated the transition?
Timing	Is the transition considered "on time" or "off time" in terms of one's social clock, and is the transition viewed as happening at a "good" time or "bad" time?
Control	What does the individual perceive as being within his or her control (for example, the transition itself, his or her reaction to it)?
Role Change	Is a role change involved, and if so, is it viewed as a gain or a loss?
Duration	Is it seen as permanent, temporary, or uncertain?
Previous experience with a similar transition	How effectively did one cope, and what are implications for the current transition?
Assessment	Who or what is seen as responsible for the transition, and how is the individual's behavior affected by this perception?

Source: Evans et al. (2010, pp. 216-217)

Self—This "variable is composed of a person's outlook on life, as influenced by personal characteristics (including demographics, such as socioeconomic status) and psychological resources" (Bailey-Taylor, 2009). Looking at self, "issues of identity, autonomy, meaning-making, and self-efficacy" are explored (Schlossberg et al., 1995, p. 91). Both the personal and demographic characteristics and psychological resources are important factors in relation to self.

Support—"refers to the resources available to people" (Bailey-Taylor, 2009). "The importance of social support is often said to be the key to handling stress. Support,

however, needs to be defined operationally because it comes in many sizes and shapes, and can be for better or for worse" (Schlossberg et al., 1995, p. 67). There are different types, functions, and measurements of support.

- Types: intimate, family, friends, institutional

- Functions: affect, affirmation, aid, honest feedback

- easurement: stable and changing supports (pp. 67-69)

The support or resources that students have available to them affects how they move through the transition. The resource most often referred to in the support category is social support, or the backing/assistance that one receives from others.

Strategies—"Actions that individuals take in response to transitions" (Bailey-Taylor, 2009). Strategies fall into one of three categories. There are those strategies "that modify the situation and are aimed at altering the source of strain" (Schlossberg et al, 1995, p. 72), there are "responses that control the meaning of the problem in order to cognitively neutralize the threat" (p. 73), and lastly, there are "responses that help the individual manage stress after it has occurred to help accommodate to existing stress without being overwhelmed by it" (p. 73). There are also four coping modes involved with strategies which include: "information seeking, direct action, inhibition of action, and intrapsychic behavior" (Evans et al., 2010, p. 217). Goodman et al. (2006) emphasized that individuals who use multiple strategies and methods are better able to cope with the situation they go through.

"Research based on Schlossberg's theory is largely absent from the student affairs literature" (Evans et al., 2010, p. 221). However, the application of her theory has been applied to work with adult learners and to traditional college age students (p. 213).

Schlossberg's Transition Theory serves as a good assessment technique for working with individuals and provides a sound framework for viewing how individuals transition. Using this theory as a guide for a student's transition from high school to college can help student affairs professionals better understand how students cope with this specific life transition.

Conclusion

This chapter provided a rich foundation of literature that supports the need for supporting students during major life transitions, such as the transition from high school to college. Transition programs have been a part of higher education and aim to aid students in the best way possible. With each student being unique it is imperative to view the literature that helps us learn what motivates students to succeed. Astin's Theory of Student Involvement is a primary theory in getting students involved in educationally purposeful activities to facilitate their success. The transition that each student goes through can be applied to Nancy Schlossberg's Transition Theory, which can help practitioners learn how students make this transition from high school to college and how they might be able to better assist their students. This study of the Chancellor's Scholars Program will add more depth to the existing body of literature and help fill some of the gaps that exist particularly in the application of Schlossberg's Theory to higher education settings.

Chapter 3 provides a description of the methodology of this study. The research process, participants, and data analysis will be fully explained to better define the layout and how research was conducted. The methodology of chapter 3 will help to illustrate a clear picture of the study in its entirety.

Chapter 3

Methodology

Purpose Statement

The purpose of this study was to explore the fears and situations of freshmen Hispanic students enrolled at a large Midwestern University who have received the Chancellor's Scholarship and are participating in the Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services at the University. How participation in the Chancellor's Scholars Program has aided them in the transition process will also be determined. Nancy Schlossberg's Transition Theory has laid out factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. These four categories will be looked at in relation to the moving in phase of the transition process for the Chancellor's Scholars and to evaluate how participation in the program has aided each student's transition into college.

Research Questions

The following grand tour question was studied: How did participants in the 2011-2012 Chancellor's Scholars Program view the program in regards to aiding them in their transition from high school to college?

    Subquestions.

1. How did participants view their high school experience (both academically and socially)?

2. How did participants view their collegiate experience so far (both academically and socially)?

3. What role did the Chancellor's Scholars Program play in the participants' transition into college?

4. How did participants perceive the Chancellor's Scholarship Program requirements in regards to how it impacted them both academically and socially?

5. What do participants perceive as their future collegiate experience?

Research Design

This study was conducted as a qualitative research study. "Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore" (Creswell, 2012, p. 16). For this particular study, qualitative research worked well in that variables were not known and the purpose was to explore each participant's individual transitional experience from high school to college. In addition, the Chancellor's Scholars Program had been reformatted from previous years and was in its pilot year with the new changes in place. Therefore, by receiving insight about the program from the students, future adjustments can be made to continuously improve the program.

One-on-one interviews were used to collect data for this qualitative research study. One-on-one interviews allowed participants to provide answers to questions and to expand upon their thoughts in an open and descriptive manner. Six students were invited to participate in the study and received a welcome email (Appendix D). All six contacted confirmed their willingness to participate in the interview process and interview dates and times were arranged via email. In the confirmation email (Appendix F) for their interview, students received an informed consent form (Appendix A) to

review their rights as a participant. The primary investigator reviewed the informed consent form with all participants prior to beginning the interview. All participants signed the informed consent form agreeing to be interviewed and audio recorded. Interviews were conducted by the primary investigator and transcribed by a professional transcriptionist. The professional transcriptionist signed a confidentiality agreement (Appendix J) to help ensure the protection of the participants. After transcriptions were completed the data were thoroughly analyzed and themes were developed.

Interviews enabled the researcher to "probe for further information, elaboration, and clarification of responses, while maintaining a feeling of openness to the participants' responses" (Creswell, 2012, p. 18). "One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably," (p. 218) which was the case for those participating in this study. Interviews were chosen rather than a survey, because this method allowed participants to expand upon their thoughts and reflect on their individual experiences. The researcher was also able to gather data by asking questions that would allow participants to elaborate upon their transition into college and how the 2011-2012 Chancellor's Scholars Program either aided or hindered this process. Qualitative research was used in order to "obtain a deep understanding" (Creswell, 2012, p. 19) of the central phenomenon.

A case study qualitative approach was used as, "case studies have proven particularly useful for studying education innovation, evaluating programs, and informing policy" (Merriam, 2009, p. 51). Using a case study approach was useful since the central issue being studied was related to one place, a large Midwestern University; and also specifically to one group of students who are participating in one specific program, 2011-

2012 Chancellor's Scholars Program. Student participants were also all first-year

students and on a specific scholarship, making this a specific "case" to be explored. "The

case study offers a means of investigating complex social units consisting of multiple

variables of potential importance in understanding the phenomenon" (Merriam, 2009, p.

50). This was essential in understanding the multiple variables that affected each

participant's college transition and analyzing them individually to get a better picture of

the whole. A case study approach also aided in the creation of rich themes to help better

understand the fears, pressures, and support needed to help students become more

capable and confident in their transition process.

Institutional Review Board Approval

Before research began the primary researcher completed the Consortium for IRB

Training Initiative in Human Subjects Protections (CITI) training. This training is

required for research that includes human subjects. Prior to the beginning of this research

study approval to conduct the study was requested by the researcher and granted by the

University's Institutional Review Board.

> The purpose of the Human Subjects Protection Program at the University is to
> provide appropriate protection to all volunteer subjects enrolled in research. This
> goal is met by providing review and approval by the Institutional Review Board
> (IRB) of all research involving human subjects before projects are initiated, as
> well as continuing review and monitoring of approved studies. (University of
> Nebraska-Lincoln, 2012)

A research proposal was submitted by the primary researcher and approved by the

Institutional Review Board. An age waiver form (Appendix C), which allows the

inclusion of 18 year olds, was also submitted to IRB and approved so that all students

participating in the 2011-2012 Chancellor's Scholars Program could be selected to

participate. Contact information of possible participants was provided by the Office of

Academic Success and Intercultural Services Director (Appendix B), who also served as the primary contact for 2011-2012 Chancellor's Scholars Program. From this list, a purposeful and convenient sample of students was selected by the primary investigator and an email was sent inviting those selected to participate in the study.

All six students contacted agreed to participate, had a student not responded within seven days of the welcome email, a reminder phone call (Appendix E) would have been completed to ask the student to participate. Participants in the study reviewed and signed an informed consent form (Appendix A) prior to the beginning of the interviews. The student's signature was an authorization of their own personal consent to participate and for the interview to be audio-recorded. Following completion of the interviews, participants' received a thank-you email for their participation (Appendix G).

Through the informed consent form participants were informed that all information in this study would be kept confidential and participants were assigned an alias following completion of the interview process. This alias was used for the rest of the research study. During review of the informed consent form, participants were also informed that the information they provided would be used to write a master's thesis, and possibly published in an educational journal or presented at an educational conference.

Research Site

This research study was conducted at a large Midwestern University, with a total enrollment of 24,593 students for the 2011-2012 fall semester (University of Nebraska-Lincoln, 2011, p. 44). Breaking down total enrollment for the fall semester this institution served 19,345 undergraduates, 4,679 graduate students, and 569 professional

students (University of Nebraska-Lincoln, 2011, p. 45). Of the undergraduate population,

4,093 were first-time freshmen students (University of Nebraska-Lincoln, 2011, p. 49).

The 2011-2012 Chancellor's Scholars Program included nine students who met

all criteria for the sample, of which six were chosen as participants. All interviews were

held on campus. Interviews were conducted in private interview rooms reserved at the

University's multicultural center. Private interview rooms were chosen because they

provided a quiet atmosphere so that interviews could be audio-taped without interruption.

Participants

Participants for this study were chosen through purposeful and convenience

sampling. The participants were all students currently participating in the UNL

Chancellor's Scholars Program for the 2011-2012 school year. The primary researcher

selected participants from the overall list of students participating in the program, in

which the primary researcher had access to on behalf of the Director of the Office of

Academic Success and Intercultural Services at the University. The Chancellor's

Scholars were all 18 or 19 years of age. The primary researcher purposefully chose three

males and three females to participate. All participants in the Chancellor's Scholars

Program had the following characteristics: first-year student, received the Chancellor's

Scholarship for the 2011-2012 school year, and are a National Hispanic Scholar. The

convenience sample gathered all Hispanic first-year students, however, the fact that the

participants were Hispanic did not derive them any benefit and they were treated as any

other first-year student at the large Midwestern University. The student participants are

all currently active in the Chancellor's Scholars Program offered by the University's

Office of Academic Success and Intercultural Services and meet regularly with a

Chancellor's Scholars staff member.

Participants were given an alias in order to keep their identity confidential.

Table 3 outlines the participants.

Table 3

Participants

Interview	Alias	Gender	Age
1	Annie	Female	18
2	Madison	Female	18
3	Jamal	Male	19
4	Travis	Male	18
5	Jason	Male	19
6	Emma	Female	18

The participants' interviews were audio-taped and interview protocol (Appendix H) was

followed. Participants were asked 32 interview questions (Appendix I) in which they

were given a chance to respond. This group of participants was chosen because they

were currently participating in the program and would have the most recent recollection

of their experiences in high school as well as the first part of their collegiate experience.

All participants responded to all questions presented.

Data Collection

Data collection for this research study began after approval was gained from the Intuitional Review Board. Permission was also gained from the Director of the Office of Academic Success and Intercultural Services (Appendix B) for the primary researcher to have access to basic contact information of the participants and to hold interviews in the quiet interview rooms located in the multicultural center.

Interviews were held in quiet interview rooms in the Office of Academic Success and Intercultural Services and were audio-taped. Participants were asked 32 questions (Appendix I). Interviews were semi-structured "allowing the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 2009, p. 90). The semi-structured format also allowed the researcher to probe further or ask follow-up questions to get more specific and in-depth responses from participants. Although the interviews were semi-structured, all thirty-two interview questions were asked in the same order and with the same wording for all participants.

Interview protocol "is a form designed by the researcher that contains instructions for the process of the interview, the questions to be asked, and space to take notes of responses from interviewee" (Creswell, 2012, p. 225). The interview protocol for this study included an interview script (Appendix H) and the interview questions (Appendix I). Participants had the right to answer questions how they wished, while also having the right to give no response or withdraw from the interview at any time. Data were collected through the use of an audio-recorder and the data was later transcribed for further analysis. "Participant confidentiality was of utmost importance" (p. 232) and therefore participants were given an alias following their interview. "The lives and

experiences of participants should be told, but individuals from which the research was gleaned must be concealed" (p. 232). Upon completion of the six interviews, all data for this study were collected and ready for analysis.

Data Analysis

Audio-taped interviews were transcribed verbatim by a professional transcriptionist. The transcriptions were done in word documents, which were then read three times through by the primary researcher. The first read and second read were to gain familiarity with the text. On the third read common wording was jotted in margins to gain an idea of similarities within the interviews.

"The object of the coding process is to make sense out of the text data, divide it into text or image segments, label segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes" (Creswell, 2012, p. 243). The coding process was used to help make sense of the interview data collected. Specifically, in vivo codes were used by the primary researcher. The primary researcher expressed codes using both the participants' actual words and her own language. Lean coding was used when first applying codes to the text. By inserting only a few codes the first time through the manuscript, the researcher was able to reduce a smaller number of codes to broad themes rather than working with an unwieldy set of codes at the outset (Creswell, 2012). Similar codes were grouped and more codes were added where needed. Specific quotes that supported codes were highlighted. Codes that were similar were condensed to create themes (Appendix K). "Themes are similar codes aggregated together to form a major idea in the database" (Creswell, 2012, p. 245).

From the themes that arose from the data, a description was applied to each theme to help further explain its meaning. Participant quotes that supported the theme and its description were also used to help provide detail and a realistic image to each theme. Quotes "provide emphasis and realism" (Creswell, 2012, p. 248) to the phenomenon being explored. Multiple perspectives were also valued in this research study as no two students' transitional experiences were exactly the same. Multiple perspectives allowed the primary researcher to "provide several viewpoints from different individuals and sources of data as evidence for a theme" (p. 250).

Validation and Reliability of Findings

"To check the accuracy of their research, qualitative inquirers often employ validation procedures" (Creswell, 2012, p. 262) to ensure the accuracy of information and findings in the qualitative report. In this study three validation procedures were used to help increase credibility and ensure the validation and reliability of the findings. Adequate engagement was taken by the primary researcher during data collection to ensure that the data and emerging findings felt complete, that is the primary researcher began to hear or see repetition in the data and no new information was surfacing (Merriam, 2009). Through the six interviews much repetition was found and very little new information was surfacing, giving the primary researcher evidence that the data emerging was fairly well-rounded and contained valuable information for analysis.

Researcher position or researcher reflexivity was also taken into account. The primary researcher served as a graduate assistant in the Office of Academic Success and Intercultural Services and was considered a primary contact for students in the Chancellor's Scholars Program and therefore had much knowledge of the program and

familiarity with the student participants. With the position held by the primary

researcher, student participants were more likely to view that their responses were

understood and recognizable to the researcher. The primary researcher took special care

to ensure that responses were taken verbatim and that findings were gained purely from

student responses rather than from what the researcher already knew about the

Chancellor's Scholars Program and the students.   Lastly, peer examination of the

results was completed by two of the primary researcher's colleagues to ensure validation

of the findings. The primary researcher's academic advisor along with an outside reader

examined the research material and findings to ensure extreme care and accuracy was

taken in this research study.

Conclusion

Methodology of the research study was discussed in this chapter. The study was

designed in a qualitative manner in order to provide a rich description and picture of the

Chancellor's Scholars Program and the effect is has on the transition process for first-

year Hispanic students. Approval from the Institutional Review Board and from the

Director of the Chancellor's Scholars Program was received prior to the study. Upon

approval participants were recruited via email and interviews were conducted. Interviews

were audio-taped, transcribed, and analyzed to provide emerging themes. The findings

from this research study will be presented in Chapter 4 by discussing the themes that

emerged from the data analysis.

Chapter 4

Findings

Purpose Statement

The purpose of this study was to explore the fears and situations of freshmen Hispanic students enrolled at a large Midwestern University who had received the Chancellor's Scholarship and are participating in the Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services at the University. How participation in the Chancellor's Scholars Program has aided them in the moving in phase of the transition process will also be determined. Nancy Schlossberg's Transition Theory laid out factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. These four categories were looked at in relation to the transition process for the Chancellor's Scholars and to evaluate how participation in the program has aided each student's transition into college.

Description of Participants

Six students participated in this study and met the following criteria: recipient of the 2011-2012 Chancellor's Scholarship, participant in the 2011-2012 Chancellor's Scholars Program, 18-19 years of age, first-year college student, and recognized as a National Hispanic Scholar. Six students were targeted, three male and three female, with emails welcoming them to participate in this study and all six agreed to participate. Each student was a current participant in the Chancellor's Scholars Program, which meant they were required to meet certain activity and academic requirements (see page 3) and were also meeting regularly with a Chancellor's Scholars staff member. Each student having

been in the program for four months had the opportunity to be uniquely affected by the program requirements and initial adjustment to college life. The responses given by the participants provided an insight into the moving in phase of the transition process for freshman scholarship students; this chapter will share the Chancellor's Scholars' perceptions of their high school experience, their college experience, each student's individual transition process, and the affects of the Chancellor's Scholars Program on each student's transition into college.

Each participant was given an alias to keep their identities confidential. Three males and three females participated in this study. Below you will find a description of each participant.

Annie was a female, out-of-state student who was moderately self-confident about starting college. She was highly involved in high school and took honors classes fairly often. Annie was most nervous about being far away from home and meeting new people prior to the start of college. Annie has had an easy time making new friends, has not minded being away from home and realized that her fears have subsided. Annie was most concerned now with keeping her grades up and meeting the 3.5 GPA requirement, as she had a few tough courses and has the tendency to procrastinate.

Madison was a female, out-of-state student who was really excited and confident about coming to college. She did consistently well in high school and took mostly honors and advanced placement courses. Madison found science and math subjects to be most difficult during high school. Madison was over involved in high school and participated in a little bit of everything. She often felt stressed in high school and over-stretched with school work and involvement, and she wanted to re-focus how she lived her life in

college. Madison particularly wanted to join only things she was really interested in and also make time for herself. Madison has been very successful academically in college. She has found classes to be very enjoyable and has managed to find a nice balance of activities, coursework, and time for herself.

Jamal was a male, out-of-state student who was not concerned about starting college and felt confident in his abilities. In high school Jamal was involved in two sports and tutoring. High school classes were easy for Jamal as he got all A's and took mostly advanced placement courses. Jamal was most concerned about leaving his girlfriend behind, but other than that he was ready to begin college. Since beginning college Jamal has been very successful academically and has found involvement within his major. His main concern was keeping up his GPA and being away from his girlfriend. Jamal was very laid back and nonchalant, he seemed to take things as they came and did not get too worked up about anything.

Travis was a male, out-of-state student who was fairly confident about starting college. In high school classes were easy for Travis and he received all A's and was on the honor roll every semester. He was moderately involved in high school participating in lacrosse, Spanish club, and band. Travis felt he was a very social person, yet his main concern was not knowing anyone at the beginning of college. Since college started Travis struggled with a few courses and was worried about meeting the GPA requirement. Travis also recognized that he often procrastinated. He had no concerns socially, as he had met many friends and seemed to enjoy meeting new people all the time. Travis had not become that involved in college, but hung out with friends as a social outlet.

Jason was a male, out-of-state student who was very confident about coming to college. In high school Jason received A's, but struggled with English courses. Jason was moderately involved in high school with Key Club and volunteering; he also attended many sporting events but did not play. Jason was ready to leave high school and was anticipating college for a long time. His biggest concern about starting college was based around academics and keeping his grades up. Jason has kept A's and B's in college so far and is finding connections with individuals in his residence hall.

Emma was a female, out-of-state student who was not at all confident about coming to college and had concerns about everything surrounding college. Emma was not very outgoing and was concerned about being away from home and meeting new people. High school courses were difficult for Emma, but she studied hard and was able to achieve good grades. In high school, Emma was involved in literary magazine, marching band, and international club. Since the beginning of college Emma had yet come out of her shell. She was making good grades, but was still extremely concerned about classes/grades. Emma got involved in marching band in college, but other than that stayed to herself. Emma was a fairly quiet and timid person, who underestimated her abilities.

Research Questions

The following grand tour question was studied: How did participants in the 2011-2012 Chancellor's Scholars Program view the program in regards to aiding them in their moving in transition from high school to college?

Subquestions.

1. How did participants view their high school experience (both academically
   and socially)?

2. How did participants view their collegiate experience so far (both
   academically and socially)?

3. What role did the Chancellor's Scholars Program play in the participants'
   transition into college?

4. How did participants perceive the Chancellor's Scholarship Program
   requirements in regards to how it impacted them both academically and
   socially?

5. What did participants perceive as their future collegiate experience?

Overview of Themes and Subthemes

To better interpret the data the researcher divided the interview questions into
chunks that reflected the areas related to the four S's described in Nancy Schlossberg's
Transition Theory. Questions posed to the students were organized by their "situation"
pre-college and during college, their "self" pre-college and during college, their
"support" pre-college and during college and their "strategies" pre-college and during
college. Themes and subthemes will be discussed below in relation to each "S," in a
pre-college and during college manner.

From the data, 8 themes and 18 subthemes were developed. These themes and
subthemes are found in Table 4. "High school was easy as pie, I am uncertain about
college" theme described the participants' pre-college situation. This theme was broken

Table 4

Themes and Subthemes

Theme	Subthemes
1. High school was easy as pie, I am uncertain about college. (Situation: Pre-College)	a. I took honors and advanced placement courses, I got all A's. b. I was involved in high school. c. I am nervous about beginning college.
2. College is good, but I am still getting adjusted. (Situation: During College)	a. I like classes, but they are different from high school. b. Not a lot of time for involvement c. College is not as bad as I thought, apprehensions were uncalled for. d. I'm still worried about my GPA.
3. I think I can handle college, I am smart. (Self: Pre-College)	a. Procrastination is my weakness.
4. I have gained skills, but still figuring this whole college thing out. (Self: During College)	a. New strengths, some weaknesses remain.
5. My support system included a variety of people. (Support: Pre-College)	a. Academic support came mostly from my peers and teachers.
6. My support system has shifted. (Support: During College)	a. The Chancellor's Scholars Program has led me to academic resources on campus or at least made me aware of them. b. The Chancellor's Scholars Program has not really helped me socially or with meeting new friends. c. The Chancellor's Scholars Program has encouraged me to get involved or has sparked interest in certain areas. d. Meeting with a Chancellor's Scholars staff member regularly has kept me on track.
7. In high school I took things as they came. (Situation: Pre-College)	a. I didn't study that much in high school.
8. My time management and study habits have changed since I started college. (Situation: During College)	a. The Chancellor's Scholars Program has aided in my transition process from high school to college. b. I have not thought or considered leaving the University. c. I wish I could have met other Chancellor's Scholars.

down into the following subthemes: (a) "I took honors and advanced placement courses, I got all A's"; (b) "I was involved in high school"; and (c) "I am nervous about beginning college." The theme "College is good, but I am still getting adjusted" describes participants' situation during college. From this theme emerged four subthemes which included: (a) "I like classes, but they are different from high school," (b) "Not a lot of time for involvement," (c) "College is not as bad as I thought, apprehensions were uncalled for," and (d) "I'm still worried about my GPA."

After viewing participants' "situation" pre-college and during college, students were asked questions about "self." The theme "I think I can handle college, I am smart" described participants pre-college self. The following subtheme emerged: "Procrastination is my weakness" "I have gained skills, but still figuring this whole college thing out," theme described students' self during college. The subtheme, "New strengths, some weaknesses remain" arose from this main theme. Following the exploration of self was viewing students' support. The pre-college support theme was "My support system included a variety of people in my life." One subtheme emerged, "Academic support came mostly from my peers and teachers." The theme "My support system has shifted" described participants' support during college. The following subthemes emerged: "The Chancellor's Scholars Program has led me to academic resources on campus or at least made me aware of them." "The Chancellor's Scholars Program has not really helped me socially or with meeting new friends." "The Chancellor's Scholars Program has encouraged me to get involved or has sparked interest in certain areas." "Meeting with a Chancellor's Scholars staff member regularly has kept me on track."

Lastly, the *strategies* of participants were explored. "In high school I took things as they came" surfaced as the major theme for *strategies pre-college*. One subtheme arose being "I didn't study that much in high school." The major theme describing *during college strategies* was, "My time management and study habits have changed since I started college." This theme was broken down into the following subthemes: (a) "The Chancellor's Scholars Program has aided in my transition process from high school to college," (b) "I have not thought or considered leaving the University," and (c) "I wish I could have met other Chancellor's Scholars." The next section provides a better description of each theme and subtheme, while also providing supporting quotes from participants.

Themes and Subthemes

Situation: Pre-college.

Theme: High school was easy as pie, I am uncertain about college. Students expressed their high school experience as an easy and pleasurable experience. The students' conveyed that classes were pretty easy, that they were involved in at least one or more activity, organization, or sport within their high school, and that they enjoyed high school overall. When asked about their thoughts on beginning college, all participants expressed some uncertainty, worries, or apprehensions.

Jason said, "overall, yes" that high school was a pleasurable experience. He said, "Aside from English, all classes were pretty easy. I didn't have to study that much." Travis discussed his college apprehensions by stating, "I don't know. I was a little, like nervous because I didn't know anybody. That's just kind of—like getting into it and seeing what happened." Expressing her high school experience and college outlook

Madison said, "I think that I had a really good high school experience and I got a lot out

of it." "But I kind of wanted to re-focus how I lived in college because I felt like I was

over bending myself sometimes in high school," "Academics is something that if I work

hard, I can do it. But I was a little bit scared—you know coming from Texas and not

knowing anyone on campus." Students expressed that they made it through high school

fairly easy, but knowing college was on the forefront caused them to experience some

mixed feelings, apprehensions, and/or fears.

Subtheme: I took honors and advanced placement courses, I got all A's.

Participants in this study articulated that classes in high school were easy for them. Many

noted that they received all A's, were on the honor roll regularly, and that they were

enrolled in mostly advanced placement and honors courses.

Jamal addressed high school courses by saying, "They were pretty easy, for the

most part. There were some—I pretty much took all AP, but they weren't really a big

deal and I got A's." Travis also acknowledged, "Yeah, classes were pretty easy. I didn't

have to study much." Emma, as described in her participant description often lacking

self-confidence, responded,

> I'd say . . . the thing is that a lot of classes in high school were difficult, but not
> everything was, because there were some classes that, had I gotten anything other
> than an A would have been extremely shocking, you know.

Madison noted, "In high school I did consistently well in all my classes," and "I took

pretty much all the Honors and AP classes that I could have. And so, school work was

pretty stressful for me in high school. But I still made it through." Annie noted, "I took

Honors classes pretty often and, mostly I didn't really have to study for those and it was

pretty easy and I got A's."

Subtheme: I was involved in high school. Participants had different levels of involvement in high school (most were highly involved) and participated in a variety of activities including sports, leadership organizations, and honor societies; but all shared at least one or more activities that they were involved with. Madison probably the most involved of the participants said,

> I was kind of over-involved in high school. I pretty much did, like a little bit of everything. My freshman and sophomore year, I did some sports like Soccer and Track and Cross Country. All four years I was on my school's dance team which was a big time commitment. All four years I also did mock trial, which is another big-time commitment – it was really fun. And then, all four years I was on the academic and speech team. The latter half of my high school years I was in a lot of like student leadership organizations. Like, Student Ambassadors and Student Council and stuff like that. I was in Choir and a lot of – very involved with music and things like that. I studied private voice and piano. I can't remember the other stuff right now. But I did a lot of activities.

Madison expressed and realized that she was involved to the point of exhaustion in high school; she admitted that she took on too much.

Travis referring to his involvement said, "High school was good. I played Lacrosse for four years, and Spanish Club, so some community service kind of. That was the main ones. Band, I was in Band for four years. So that took a lot of time." With a bit less involvement, Jason noted, "I did join Key Club. It was a volunteering program. So my sophomore and junior year, I did about 30 hours each. Aside from that it was just cheering on my teams at various sport events."

Subtheme: I am nervous about beginning college. When asked about how they felt about beginning college, all participants expressed some apprehensions, worries, and/or nervousness. Main concerns revolved around keeping grades up, meeting new people, and being away from home. Overall, social concerns seemed to be on almost everyone's mind.

Annie said,

> I was a little bit nervous about making friends because I didn't know anyone
> coming here at all. Coming from Texas. And so, once I got here, I found that it
> was really easy to make friends and my fears were gone.

Jason was very excited about attending college and did a lot of anticipating. He
mentioned, "I think my biggest worry was around academics. Just making sure that I
kept my grades up." Many students expressed grades as a worry in relation to meeting
the GPA requirement for the Chancellor's Scholarship. Emma said,

> We're going to be completely honest – I didn't want to graduate from high
> school. I was kind of worried because I didn't know anyone from here and I was
> six hours away from home. So that was slightly worrying. Well, knowing about
> the GPA I have to maintain, that was quite the concern. Because, knowing that
> my grades in high school weren't, you know, stellar, I was worried about that. I
> was worried about having to meet new people because that's always traumatic,
> and just in general – not knowing anyone, but grades especially.

Situation: During College.

Theme: College is good, but I am still getting adjusted. Participants
acknowledged that they have been enjoying college so far, but that it is still taking them
time to get adjusted to everything. Students recognized that there is a difference between
high school level coursework and college level and that study habits have had to change.
Involvement varied among participants as some had embraced involvement, while others
felt they didn't have time due to more challenging courses. All of the students expressed
that many of their original apprehensions about college diminished once they had a
chance to settle in, however, five of the six still had concerns about keeping up their
grades and meeting the 3.5 GPA requirement.

Thinking about college so far, Jason said, "Still adjusting, but it's getting better." Jamal similarly stated, "My college experience so far has been very objective, I suppose. I just try to do what I need to do and I don't really do a whole lot else. It will get better."

Subtheme: I like classes, but they are different from high school. Participants noted that although they like college level classes and are receiving fairly good grades, there was definitely a distinction from what they experienced in high school in terms of studying and level of course difficulty.

Jason said,

> Well, so far, I have A's and B's. The college classes are a lot different than the high school classes in that they expect you to know the material before they go—where high school was more like a teaching process. Here it's a review process, so that kind of hit me by surprise.

Travis briefly stated, "Harder. It's harder to do. My grades aren't as good." Emma expressed, "I wouldn't say classes are easy. They're not, for the most part, extremely terrifyingly difficult. I don't know, I have to study a lot though. I'm not entirely sure what grades I'm getting right now."

From the students' responses it was apparent that they enjoyed that classes are more specialized towards their interest areas and that they believe they can be successful in the courses, but there is a lot more effort that needs to be put forth towards academics in college versus their high school experience. Madison commented, "And I really like my classes, with the exception of one. And like, but my classes are more geared to my interests and abilities rather than like a lot of classes like Math and Science that I don't really do well in." With this being said, it was noteworthy that the participants recognized the challenges they faced in relation to college level course work, which may have helped them address certain situations faced in the transition process.

Subtheme: Not a lot of time for involvement. Student participants were mostly highly involved in activities during high school and strived to continue to be involved at the college level. However, there was evidence through the interview process that some had the chance to get involved while others didn't feel that they had enough time for involvement or had not taken the time to seek out opportunities that interested them.

Madison, who was overly involved in high school, was probably the most involved of the participants during college. She said,

> Okay, I feel like it's kind of been very hodge-podge as to what I've been doing and like what I've been involved in because I've just like had a sort of –a couple of what I would call bases from which I like do a bunch of involvement and activities and stuff." "Once I joined my sorority—Theta Phi Alpha—there've been five gagillion activities with that—which is fun and really great. And it's cool because it's like—we can do stuff that academic and then other things that are more social and then stuff that's like service oriented and even religious." But basically, it's just kind of random—like a good mix—like if there's something that comes my way that I'm interested in, I'll do it, but I don't have a whole lot of really formal obligations, which is nice for me because it's a lot more fun and less stressful.

In regards to involvement, Jamal noted, "My college experience thus far has been very objective, I suppose. I just try to do what I need to do and I don't really do a whole lot else." Similarly Travis stated, "I've met a lot of people. Mostly in my dorm. So, we have like, there's like 20 of us, that we all hang out together. But that's pretty much like all I have time for is like class and then like hang out with them." Emma said, "I'm not particularly involved other than marching band."

With regards to college involvement, participants besides Madison seemed to have joined one activity or organization, but had not done much beyond that. A focus on hanging out with friends and acquaintances within their residence hall surfaced as a typical response towards involvement questions.

Subtheme: College is not as bad as I thought, apprehensions were uncalled for. Although all participants' had apprehensions, worries, and/or fears prior to college, these seemed to diminish after the students had been on campus for a few months. Annie recognized this and commented, "Well, now I see that my apprehensions were kind of uncalled for and I'm really enjoying it and it's a fun place to be." Emma expressed, "Well, I'd guess I'd have to say it hasn't gone nearly as badly as I thought it would." Realizing that college has been a learning process, Jason noted, "I enjoy it. I mean I get to learn more and it's more specialized in what I want to learn, so that's more enjoyable."

Subtheme: I am still worried about my GPA. Meeting the 3.5 GPA requirement each academic school year was a large concern for the Chancellor's Scholar students. Participants' apprehensions diminished after being on campus for a few months but students were still concerned about making good grades and meeting the GPA requirement. When asked about what fears, questions, or concerns students still had responses revolved around grades. Travis said, "Just mostly keeping up my GPA for the scholarship." Jamal also reinforced this by saying, "Not really, just the continued grade because I'm going to be getting into harder classes."

In contrast to the GPA concern, two of the participants also noted concerns regarding getting into the classes they wanted, graduating on time, and expenses beyond tuition.

Self: Pre-college.

Theme: I think I can handle college, I am smart. Describing their confidence about coming to college, 5 of the 6 participants were confident about starting college. Madison stated, "I guess I was pretty confident. Like, I really thought it was going to be

really good and I was really excited. I was pretty—like, you know, 90 to 100%

confident." Jason described his confidence level as, "Very. I didn't really have any

worries that I would not be able to function." Students recognized their academic

strengths and felt that this strength would be transferred over to college. Annie said, "My

strengths would be academically—you know, keeping up my grades and stuff and then

also, I'm kind of outgoing, so I'd say that's another strength." Similarly Travis said,

"I'm really social. So I'm pretty good at that. And just, pretty smart—just academic

too."

   Subtheme: Procrastination is my weakness. When asked about what students'

viewed as their biggest weakness coming into college an overwhelming response focused

on procrastination. Referring to his pre-college weaknesses Travis said, "Probably time

management and procrastination. Cause I could get away with it in high school. But,

now it's kind of—it's not as easy." Emma also recognized this by saying, "Well, I

procrastinate, like crazy."

   Self: During college.

   Theme: I have gained skills, but still figuring this whole college thing out.

When asked how students felt about their preparedness and remaining years at college,

there was much uncertainty looking into the future. Participants' expressed that they felt

more comfortable with college now, but still have a lot to figure out and improve upon.

All students were able to list skills or strengths that they had gained since the start of

college, but all recognized room for improvement. Jamal expressed, "I don't think I've

gotten that much preparation in just because I haven't had to take any really hard courses

yet, like I said. But that will probably change in the next semester." Jamal having a

more difficult major recognized that he has mastered the basics thus far but that he has numerous challenges that lie ahead in his academic program. Emma noted, "I don't think it's going to be extremely easy, but I think I'll be able to get through it."

Subtheme: New strengths, some weaknesses remain. Visiting about new strengths gained since the beginning of college, students' acknowledged growth within themselves. Participants self-identified their new strengths or strengths they improved upon while also discussing weaknesses they felt they had as a college student. Travis talked about his strengths by saying, "I guess just like doing everything on my own. I'd say that. Becoming more responsible for what I have to do." Looking at his weaknesses he said, "Still time management. Just knowing how to use my time right. It's hard because there's so much to do but not enough time."

Referring to school work Annie stated, "I've started procrastinating less. Because, if you get it done before than you can do other things without having to worry about it." Jason found his weakness to be procrastination. He said, "I procrastinate a lot. I get bored with something and then I will just go to something else." Madison felt she has gained a lot of strengths since starting college,

> I think that I have gained a lot of—like abilities to manage stress. A lot of abilities to get my mind on track—rather than get like super freaked out. Like, and I just—have learned to take care of myself a little bit better by, like, eating better—exercising better.

Support: Pre-college.

Theme: My support system included a variety of people in my life. Participants were asked about their support system during high school and whom they went to for advice, support, and/or academic assistance. Students' expressed that their support system was usually very strong but was made up of different people for each student. Family, friends, significant

others, and teachers seemed to surface as typical responses. Of these typical responses all six students listed friends as a part of their support system, five mentioned family, three said their teachers played a role in their support system, and two mentioned significant others as source of support. Madison said, "I went to a lot of people, because I'm kind of like that person that, like, I talk to everybody when I have a problem." "So, my mom and my family. My older sister before she moved out……also my best friend…..my boyfriend, whom I still confide in a lot. But, as well as like my other friends. Like my dance team and just a couple of my girlfriends." Jason responded, "I did have a strong support system. Mainly my parents and my sister. And then my teachers were really adamant on pushing college, so. . . ."

Subtheme: Academic support came mostly from my peers and teachers. When referring specifically to academic support, participants emphasized the ability to seek out peers and teachers rather than other members of their support system. As all participants were high achievers in high school, some also relied heavily on themselves. Travis mentioned, "Just like my peers—just like my friends. They had the same classes as me so I'd know what was going on. Or, people, older people who took the class—like previously." Emma reiterated similar thoughts by saying, "Well, I'd ask teachers if I have something specific. Or, I guess, occasionally work with friends on things—I don't know." In a more self-reliant manner, Jason said, "Normally, I was the one sought after." Students in this study seemed to take a strong accountability for their own academics and reached out for support when needed, which seemed to be few and far between. Therefore, seeking out academic help in college could serve as a major challenge for these students.

Support: During college.

Theme: My support system has shifted. After being on campus for a few months, participants were asked about whom they go to for support now. There was an evident shift away from family to more of a peer based support system. Jason referred to his support system by saying, "Probably just classmates is first, help with this or that. And maybe one or two people in my dorm." Annie stated, "I mostly go to my friends for support now because my parents are so far away." Highly involved Madison noted, "I still, like talk to my best friend, and even my mom a couple times, although not as much for support just because of busyness. Like, I mostly go to my sorority sisters and a couple of friends."

As five of the participants were from out-of-state there was a shift from family support to a friend-based support system. This was probably due to distance playing a major factor in the transition process for these students.

Subtheme: The Chancellor's Scholars Program has led me to academic resources on campus or at least made me aware of them. As part of the Chancellor's Scholars Program participants are made aware of the importance of utilizing campus resources and are given information about the resources available. Five of the students utilized resources when needed while one had taken a more self-approach to academics. Not needing to seek much academic support during high school, these participants had become aware that they may need to seek out academic support from various places during college. Use of resources varied by student. Annie said, "I've visited with my Advisor a couple times for support." Jamal stated, "I've gone to study hours—or office hours sometimes. And I've gone to the Chemistry Resource Center. And, I asked a couple of questions in the success lab." Travis a mathematics major said, "I use study groups because those are people who have the same classes as me. I've been to the Math Resource Center a few times." Each student utilized various resources depending on their needs, students also viewed their friends as an academic resource. Madison said, "I guess I go to the

Professor if I have a question. Although, I also kind of like to work with other students too." The program enhanced students' academic experiences by making them aware of and leading them to academic resources available on campus.

Subtheme: The Chancellor's Scholars Program has not really helped me socially or with meeting new friends. Through the interview process there was evidence that the Chancellor's Scholars Program was lacking in social facilitation for the students. Creating connections between the Chancellor's Scholars themselves and facilitating friendships among participants was not evident based upon responses. Jamal stated, "No, not really. I haven't met that many people through this program." When asked if Chancellor's Scholars helped her meet new friends, Madison said, "A few. Yeh. Not—maybe not as much—maybe like Chancellor's Scholars hasn't been like very much a social thing." Emma said, "No, I don't think so. I mean, I'm aware of a Chancellor's Scholar that lives on the floor above me, but that's about it." Based on participants responses this area was a clear void in the program that should be remedied.

Subtheme: The Chancellor's Scholars Program has encouraged me to get involved or has sparked interest in certain activities. Participants had varying levels of campus involvement as described in the subtheme, "*Not a lot of time for involvement*." Responses seemed to clarify that the Program had encouraged involvement, made them aware of opportunities, and sparked interest; but the Program had not outright forced them to join a club or activity. Jamal stated, "Well, yeh, you encouraged me to join engineering things. And, I joined the Society of Hispanic Professional Engineers, and Pi Tau Sigma." Annie expressed her thoughts by saying, "With the events I went to yeah. It encouraged me to get involved on campus and got to events that were going on by the

school and it was helpful." Emma said, "I think it's made me more aware of events that are going on. I don't know that I've joined anything because of it." Socially the program enhanced participants experience by increasing their knowledge of campus in activities and encouraging them to get involved.

    Subtheme: Meeting with a Chancellor's Scholars staff member regularly has kept me on track. Meeting bi-weekly with a Chancellor's Scholars staff member is a requirement for the Program and gives students a time to visit about classes, involvement, and college life. The meeting serves as a time to touch base on requirements and gives students a time to ask questions. Participants in this study emphasized that these meetings made them feel important and that the meetings served as a way to keep them on track. Jamal talked about the meetings by saying,

> Well, it definitely helped keep me up with the Chancellor's Scholars stuff, so I guess that's just kind of internal to the program. And it kind of gives me milestones by which I need to live. Kind of something that reminds me that somebody knows I'm here, you know.

Madison stated, "it's good to have a support system, and that, kind of like a mentor, like on a small level, but still, that's good." Emma said, "just so I know what I am supposed to be doing. Also, just, again, being kind of aware of some things that are going on that may not have been—I may not have known about otherwise."

    Strategies: Pre-college.

    Theme: In high school I took things as they came. Participants discussed their individual time management and study habits as a high school student. Participant responses showed that there wasn't much rhyme or reason to how they managed their time or how and when they studied. Students sort of took things as they came and completed tasks sporadically when needed. Jamal referred to his time management and organization by saying, "I just tried to

get things done just when I got them, or right before class." Travis similarly stated, "I don't know. Just pretty much everything was the night before. Nothing really like long-term. Studying for test the night before. Doing papers was like the day before. I really didn't have to keep a planner or anything, it was pretty much all in my head." Annie admitted, "Prior to college, I wasn't very organized. But, mostly I just put things in folders by which class it was and that was pretty much it."

For the participants, high school did not seem to be that big of a challenge, therefore they used very lax organization and time management skills.

Subtheme: I didn't study that much in high school. Participants in this research study described very sporadic study habits in high school. Students expressed that they often studied at home or at school and just completed assignments as they received them. Participants did not have structured study routines and were relaxed about completing assignments and tests. Jamal said, "I mean I did homework. I didn't like study per se. I just did the assigned work and then the class before I would look over stuff." When asked where he studied and how much, Jason stated, "For the most part, at home. And then it was just finish homework and that was enough studying in itself that I could perform well on tests." Some participants did study more often, but the schedule was still as needed. Emma said, "I tried to study a couple hours every day, I think—I mean during the school week. It was erratic though because I was rather busy."

Strategies: During College

Theme: My time management and study habits have had to change since I started college. Participants in this study have noticed a change in how they manage their time, the organizational strategies they use, and how they have adjusted their study habits to fit their new college life. Students expressed that they have had to become more responsible and accountable for themselves and spend more time studying than they did

in high school. In regards to how his ability to manage time and stay organized has

changed after participating as a Chancellor's Scholar, Jamal said,

> I don't really know that it has so much to do with the Chancellor's Scholars
> Program. Well, I guess it kind of is, because it kind of scared me into the GPA
> requirement. So, now I'm kind of—okay, I actually have to really do stuff now.
> So, that kind of keeps me on track. I use my calendar on my phone and I use my
> planner.

Using better time management skills than she did in high school, Annie stated,

> Well, I attempt to, you know, write everything down on the planner as you
> suggested, which I think has been helping me because I can say—oh, well, I've
> got three papers due this day and maybe I should not write them all at the same
> time. So I think I've gotten a little bit better about managing time and the amount
> of studying I have to do.

> Studying habits of students seemed to have adapted to their new environment.

Travis said, "I'm studying more. Not the night before. Now it's like a couple days

before." Madison referring to preferable study environments stated,

> I guess one thing that has changed is like I have been—like, more responsive to
> looking for good studying environments. Like going to either—like my favorite
> place to go actually is here in the multicultural center, I like to go upstairs either
> in the room or like out on the chairs outside and study there. I really like to do
> that or go to the library.

Emma referred to her study habits by saying, "I study more like a huge chunk of time, as

opposed to—oh, 30 minutes." Students expressed studying more than they did in high

school and having to be more organized to keep track of all assignments and tests.

Subtheme: The Chancellor's Scholars Program has aided in my transition from

high school to college. Participants' involvement and use of campus resources varied due

to the Chancellor's Scholars Program. Some students took advantage of opportunities

while others were more hesitant and were still adjusting. However, all participants noted

that the program has aided them in some aspect of their transition process. Jamal said the

program helped him create goals by saying, "It's helped me keep, I guess, goals. It has definitely helped. I think it keeps me aware of what's going on. Like different events and things." Madison visited about how the program has given her confidence to reach out for help when need. She said,

> I think it has helped me in that if—you know it's taught me to like contact people. Like people—like not my peers people. You know, people in high authority. I don't know, like Professors or people like you. It's helped me learn how to do that. And how to like email people that you don't necessarily know and like being okay with that. And, also just like getting out of my comfort zone and going out and seeing and looking into things that I haven't necessarily done before, like going to talks and lectures and events that I wouldn't have otherwise considered.

Annie personally felt that participating in the program benefited her experience on campus so far. Annie said,

> It helped a lot because of that personal, like one-on-one interactions and, like some kids they never meet with like an individual person when they're in college. And it just made me feel like I was more important and that was really helpful.

Similarly, Jamal talked about his scholarship in connection to the Program,

> It just like gets me—you know, like it feels like I'm involved, like I'm part of the University because they're paying for me. But so I kind of have to give back a little bit, make sure I'm earning it. I don't know—and they—just like the meetings and stuff make you feel like you're being guided.

The transitions of students were clearly affected by their participation in the Chancellor's Scholars and each experienced benefits in their own unique way.

Subtheme: I have not thought or considered leaving the University. Participants were asked if at any time over the last few months if they ever thought about leaving college. All students' said they did not ever consider leaving. Jason said, "I haven't. I like it here. And, I enjoy the classes and the people." Emma saw no other option than college by saying, "I have thought about it because I don't know what I'd do other than go to college, honestly." Looking into the future of his college experience, Jamal stated, "No. I haven't because I have this

scholarship and I enjoy Nebraska. I like the people a lot more than Texas, at least. And, I have just plans for next year and stuff."

   Subtheme: I wish I could have met other Chancellor's Scholars. When asked what else the Chancellor's Scholars Program could have done or should be doing to help in their transition, most students didn't have a response other than "I don't know" or "I can't think of anything." However a few participants brought up the point of getting connected and meeting others that are going through the same program they were. Travis mentioned,

> The only thing is, like I wanted to meet the other Chancellor Scholars because I only know like two of them. So it's just like if I know more than I could feel like I could be able to relate more. We could go to study hours together or go to events together. I already do with the other two, but just more.

Madison also said, "But, just like do more things with the specific group of Chancellor's Scholars to figure out who they are and just kind of find all of the people that are kind of on your same page." As the Program had been more of an individual experience and tailored for each student, there is evidence that more connections and bonds need to be formed between participants.

Conclusion

   Chapter 4 has described the findings from this study through major themes and subthemes. Chapter 5 will discuss the results of this study, provide implications from the results, and also explore recommendations and suggestions for future research in this area.

Chapter 5

Discussion

Purpose Statement

The purpose of this study is to explore the fears and situations of freshmen Hispanic students enrolled at a large Midwestern University who have received the Chancellor's Scholarship and are participating in the Chancellor's Scholars Program through the Office of Academic Success and Intercultural Services at the University. How participation in the Chancellor's Scholars Program has aided them in the transition process will also be determined. Nancy Schlossberg's Transition Theory has laid out factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. These four categories will be looked at in relation to the transition process for the Chancellor's Scholars and to evaluate how participation in the program has aided each student's transition into college.

Research Questions

The following grand tour question was studied: How did participants in the 2011-2012 Chancellor's Scholars Program view the program in regards to aiding them in their transition from high school to college?

Subquestions.

1. How did participants view their high school experience (both academically and socially)?

2. How did participants view their collegiate experience so far (both academically and socially)?

3. What role did the Chancellor's Scholars Program play in the participants' transition into college?

4. How did participants perceive the Chancellor's Scholarship Program requirements in regards to how it impacted them both academically and socially?

5. What do participants perceive as their future collegiate experience?

Summary of Findings

The findings of this study show that participants in the 2011-2012 Chancellor's Scholars Program felt the program was beneficial to them as a first-year student and has aided in their transition from high school to college. Participants were able to reflect upon their high school experience and make comparisons to that of their collegiate experience so far. Each participant experienced unique transitions and found that the Chancellor's Scholars Program has assisted them in various ways.

As high academic and social achievers in high school, students noted the positive influence the program had on their ability to adapt to their new environment in college. Students expressed that the Chancellor's Scholars Program helped them utilize campus resources, develop new study habits, gain better time management skills, and become more acquainted with social opportunities on campus. Students saw the program as giving them an advantage both academically and socially over other first-year students on campus.

Discussion

This study added to the previous research surrounding college transition programs and the transition process for first-year college students. Nancy Schlossberg's Transition

Theory, Astin's Theory of Student Involvement, student motivation and success, and

transition programs were considered when looking at the findings of this study.

Specifically, Schlossberg's Transition Theory was used in relation to the impact the

2011-2012 Chancellor's Scholars Program had on student participants' transition from

high school to college.

Research Question 1: How did participants view their high school experience

(both academically and socially)? "The transition perspective focuses on life events

entailing change" (Goodman et al., 2006, p. 22). One major change experienced by most

individuals during their life is the transition from high school to college. Schlossberg

(1981) presented a transitional model that incorporated both anticipated transitions or

those that are expected to occur as well as unanticipated transitions or those that are not

anticipated or unexpected. For students participating in the 2011-2012 Chancellor's

Scholars Program, the transition from high school to college was anticipated.

Nevertheless, "moving through a transition requires letting go of aspects of the self,

letting go of former roles, and learning new roles" (Goodman et al., 2006, p. 23). During

high school, the participants in this study were comfortable and confident in their roles as

high school students. Looking forward to college and the transition ahead, students had

apprehensions, fears, and/or nervousness; all were expecting change but were unaware of

what college would bring and how they would handle their new role. Viewing the

participants' "situation, self, support, and strategies" prior to college, helped us to better

understand their perspective as a current college student.

Students in this study viewed their high school *situation* as positive in regards to

both academic and social endeavors. Participants expressed that high school was easy in

the fact that they received good grades and were involved in many social activities or organizations within their school. Madison noted, "In high school I did consistently well in all my classes . . . I was kind of over-involved in high school. I pretty much did, like a little bit of everything." Annie also described this by saying, "I took honors classes pretty often and, mostly I didn't really have to study for those and it was pretty easy and I got A's." Annie then went on to list four different organizations she was a part of. From the participants' *self* perspective, they saw themselves as smart and ready to start college. At this point in their lives, students were comfortable and in control of their role as a high school student. "People who feel in control of their lives tend to describe their lives as happier" (Schlossberg et al., 1995, p.93). Therefore, it is expected that participants would describe their high school experience as pleasurable and/or happy. Students had strongly developed *support* systems during high school that included family, friends, and teachers; which aided in their success.

Strategies for the participants during high school were not fully developed as most expressed they just "took things as they came." The students were not struggling academically or socially and therefore didn't have many specific strategies that they implemented. Mostly their strategies revolved around completing school work as it was assigned and making sure to be an active participant in the areas they were involved in. Jamal said, "I just tried to get things done when I got them, or right before class." Having a good high school experience gave them confidence to begin the next chapter in their lives, which was college. One student in particular was not ready for the college transition and in fact stated that she wanted to stay in high school. Emma said, "We're going to be completely honest—I didn't want to graduate from high school. I was kind

of worried. . . ." All students described their high school experience as pleasurable and

five of the six were anticipating and ready to start college. The five confident students

felt they were equipped with the *strategies* needed to excel through the transition from

high school to college.

   Research Question 2: How did participants view their collegiate experience

so far (both academically and socially)? The four S's of Schlossberg's Transition

Theory were also analyzed after students had been in college for a few months and had

been actively been participating in the Chancellor's Scholars Program. "An important

element of many midlife transitions is the need to make meaning of the transition and of

life itself" (Schlossberg et al., 1995, p. 94). Making meaning of their new college life

was evident as students responded about their college experience thus far. "Whether

internally or externally triggered, sudden or gradual, the realization of aging can be

disturbing" (p. 84). Students anticipated the college transition, but had to come to the

realization that they were moving on to another stage of their life as they were moving

more into adulthood.

   After the completion of a few months of college, students described their current

situation. Participants in this study felt that college was good, but that they were still

getting adjusted. Many expressed different areas they were still getting used to, such as

learning new study habits or having to learn to navigate the new social scene. Jason said,

"Still adjusting, but it's getting better" in reference to how he felt about college thus far.

"The duration of an individual transition is not always obvious. The time it takes for the

new self to be accepted and integrated varies widely from individual to individual"

(Schlossberg et al., 1995, p. 89) for student participants, this was the case. For some the

transition was quicker than for others, but most were still working through that transition into the life of a college student, even after being on campus for a few months. Students' sense of *self* was also a little uncertain, showing that the transition was still in progress. The participants were able to show that they had gained some important skills that college students need. For example, Madison stated,

> I think that I have gained a lot of—like abilities to manage stress. A lot of abilities to get my mind on track—rather than get like super freaked out. Like, and I just—have learned to take care of myself a little bit better by, like eating better—exercising better.

Students were also aware that they had areas of *self* that they wanted to work on. Travis referred to where he needs to improve said, "Still time management. Just knowing how to use my time right. It's hard because there is so much to do but not enough time." Participants were all aware of improvements they wanted to make about themselves, so in essence students were still figuring out who they were in this new environment.

  Support for students during high school incorporated many people in their lives, as they entered college participants noted a shift in their support system. For many being far away from family and friends, forced them to build a new support system on campus. Students found that more than ever new friends and classmates were a strong support system for them here. Annie stated, "I mostly go to my friends for support now because my parents are so far away." With this being said, the Chancellor's Scholars Program in the future should really focus on fostering connections and building friendships so that students can grow that support system early on. To encourage the growth of an early support system, the program should aim to offer more socially oriented programs for the Chancellor's Scholars Program participants at the beginning of the school year. This might include a welcome session or welcome banquet to foster introductions between

students. A beginning of the school year retreat or social gathering would also aim to foster the building of friendships between participants early on in their first semester. Potentially, a summer camp or summer bridge program could also benefit social connections before the students even step foot on campus in the fall.

As first-year college students, the participants in this study had to develop new *strategies* to help them succeed in college. The Chancellor's Scholars Program was in place to help facilitate the development of new strategies. Participants noted that they had improved upon their ability to manage time and that they have had to adapt study habits in order to juggle the elements of college life, especially in terms of academics.

Overall, there was evidence that the transition process for the participants was still in progress. Some were further along in their transition than others. Students recognized how their role had changed, but were still navigating the adjustments that accompanied their new role as a college student.

Research Question 3: What role did the Chancellor's Scholars Program play in the participants' transition into college? Findings from this study show that the 2011-2012 Chancellor's Scholars Program did play a major role in the participants' transition into college. Responses from the participants provided support that the program was impacting their decision making, development of skills, and academic well-being in a positive way. Socially the program had both positive and negative influences on the participants. In terms of social involvement on campus in activities and organizations the program had a positive impact. The program encouraged involvement on campus, which in turn allowed students to meet new students and foster friendships through engagement in various campus organizations and activities. However, within the

program itself, the program failed to socially engage Chancellor's Scholars Program participants with each other. The program participants expressed that they did not get to know each other and would have benefited from getting to know students who were completing the same academic and activity requirements as they were. The program could make adjustments in the future by creating sessions and/or programs at the beginning and throughout the school year that require attendance of all Chancellor's Scholars Program participants. Ice breakers, get-to-know-you activities, and social gatherings could be offered and serve as a catalyst for fostering connections among the participants. The social connections formed between participants might encourage participants to work together on fulfilling their Chancellor's Scholars activity and academic requirements. By becoming familiar with each other participants may find similarities in courses they are taking, attend activities together, or even discover that they are living in the same residence hall, and then choose to continue their friendship outside the program itself.

For each student the program had different levels of impact on their transition. Many noted that the program made them aware of many campus resources and activities that they may have not known about or taken advantage of. For others simply having one-on-one contact with a Chancellor's Scholars staff member was the most important as it made them feel more connected to campus. The individual meetings served a guidance role for many of the students. Describing the role of the program in her life, Annie stated,

> It helped a lot because of that personal, like one-on-one interactions and, like some kids they never meet with like an individual person when they're in college. And it just made me feel like I was more important and that was really helpful.

This one-on-one time can be viewed as a ***support*** in Schlossberg's Transition Theory.

Types of support include: acceptance, self-esteem, love and physical intimacy, personal

and work connections, peers, stimulation and challenge, role models, guidance (mentors

or sponsors), and comfort/assistance (Schlossberg et al., 1995, p. 98). The individual

meetings students had with staff can be viewed under many of these categories, but

specifically as role models, guidance, and comfort/assistance. Madison noted, "it's good

to have a support system, and that, kind of like a mentor, like on a small level, but still,

that's good."

For other students the program's role was more impactful to their ***strategies***. In

the strategies area, the program made them more aware of what was available on campus

to help them become successful students. Emma said, "I think it's made me more aware

of events that are going on." Jamal similarly noted that the program has aided in his

study strategies by saying, "I've gone to study hours—or office hours sometimes. And

I've gone to the Chemistry Resource Center. And, I asked a couple of questions in the

success lab."

The Chancellor's Scholars Program played a role in all of the four S's, but was

most apparent as a source of support and as a foundation for learning new strategies.

Research Question 4: How did participants perceive the Chancellor's

Scholarship Program requirements in regards to how it impacted them both

academically and socially? The Chancellor's Scholars Program requirements positively

aided the students both academically and socially during their transition. As the results

are discussed, it must be noted that the social impact was not as apparent to student

participants when referring to the formation of new friendships, but rather they were

socially impacted in regards to campus involvement. Participants were very adamant that

the program had enhanced their academic experience by keeping them accountable for

attending study hours and for also encouraging them to seek out academic resources.

Annie stated that because of the program, "I've visited with my Advisor a couple times

for support." Students listed specific academic resources they have used as *support*, but

also felt they worked harder because they were required to meet the 3.5 GPA requirement

in order to retain their scholarship.

Socially, participants felt the program impacted them by requiring them to attend

various campus cultural events and workshops. However, they noted that the program

had not really helped them meet new friends or foster friendships among the other

participants. Therefore, it appeared that the program gave them *strategies* to help them

attend programs and social events, but did not in essence help them foster social

connections with others. Jamal stated in regards to the program helping him meet new

friends, "No, not really. I haven't met many people through this program." This was

evidence that the program had some major weaknesses that need to be improved upon for

the future. The program can aim to remedy this as already stated, by providing social

gatherings and/or welcome programs that include attendance by all program participants

early on in the school year.

Research Question 5: What do participants perceive as their future collegiate

experience? Although the transition process is not complete for all of the participants

they view their future college experience as a positive and successful one. None of the

participants thought about leaving the University over the last few months on campus and

plan to continue attending school at the University. The students mentioned that they

liked being a college student and were enjoying the experience so far. This is likely due to the fact that they have developed new support systems on campus and are aware of the academic resources available to facilitate their success. Having a one-on-one mentor also gave the students confidence to seek out help if needed. Looking into the future of his college experience, Jamal stated, "I have this scholarship and I enjoy Nebraska. I like the people a lot more than Texas, at least. And, I have plans for next year and stuff." Jason said, "I like it here. And, I enjoy the classes and the people." On the whole, the findings from this study indicate that the participants in the Chancellor's Scholars Program will be retained and persist past their first-year of college.

Implications

The findings of this study indicated that the 2011-2012 Chancellor's Scholars Program had a positive effect on the participants' transition from high school to college at a large Midwestern University. The participants, although not fully complete in their transition process, had already fully recognized benefits they were receiving from the program and how it had helped them adapt to their new life as a college student. In general, the results of this study reaffirmed previous research on first-year students' transition to college from high school.

Astin's Theory of Student Involvement stated, "the greater the student's involvement in college, the greater will be the amount of student learning and personal development" (Astin, 1999, pp. 528-529). Engaging students in educationally purposeful activities is a key element of Astin's theory. As part of the Chancellor's Scholars Program, students are required to attend at least three educational workshops and three cultural events per semester as well as complete two volunteer projects during the year.

These requirements were aimed to get students involved and actively engaged on campus. Participants in this study found value in attending such events, in the sense that it opened their eyes to new opportunities and what is available on campus in terms of resources and social functions. Annie stated, "With the events I went to, yeah. It encouraged me to get involved on campus and go to events that were going on by the school and it was helpful." Comments from students led to the conclusion that it is important for first-year transition programs to include elements that encourage student involvement on campus. Many of the participants benefited from becoming involved in at least one or more activities, as it opened the door to other opportunities and allowed them to meet new people on campus.

Another hallmark of this study was learning about the importance of exposing students to academic resources and mentors on campus. Students in the Chancellor's Scholars Program were automatically connected to a mentor/role model through their one-on-one meetings with a staff member.

> Because student personnel workers frequently operate on a one-to-one basis with students, they are in a unique position to monitor the involvement of their clients in the academic process and to work with individual clients in an attempt to increase that involvement. (Astin, 1999, p. 526)

All students found benefits in having that one go-to person to ask questions of and to share concerns and/or struggles. Jamal noted that the meetings helped keep him on track by saying, "And it kind of gives me milestones by which I need to live. Kind of something that reminds me that somebody knows I'm here, you know." In one-on-one meetings academic resources were discussed and students were also encouraged to meet with professors and academic advisors when needed. Participants that sought out such resources found significant benefits in doing so. Therefore, another important

implication of this research study is the reaffirmation of exposing students to resources on campus that will help facilitate and support their success as a student. Support comes in many forms including encouragement, information, referrals, and practical help (Schlossberg et al., 1995, pp. 154-155). Even if they choose not to use the resources, knowing that the resources are there provides support in itself.

One major implication of this research study was learning the importance of creating a sense of community and fostering connections between students in the Chancellor's Scholars Program. From the findings, it is evident that the 2011-2012 Chancellor's Scholars Program failed in creating friendships among participants. Participants in this study brought attention to this weakness in the program, which should serve as an area of improvement in the future. Madison referring to this aspect said, "But, just like do more things with the specific group of Chancellor's Scholars to figure out who they are and just kind of find all of the people that are kind of on your same page." Her response indicated that having people who are sharing a similar experience as you would also foster another sense of support to help in the transition process.

In the future, the program needs to find a way to build connections among participants, this may be through providing social gatherings or welcome activities that require attendance by all participants. The students recognized the benefit they would have had by knowing the other Chancellor's Scholars participants; in that they could have attended activities together and/or worked on academic endeavors with others similar to themselves. The participants possibly would have found meaningful friendships with those who are working towards the same requirements as they are. This led to the

conclusion that first-year transition programs should provide opportunities for students to build a community with others who are sharing a similar experience.

Lastly, this study showed that first-year transition programs need to focus on helping students build skills that will increase their chance of success as a college student. Students on the Chancellor's Scholarship had very successful high school careers and were ready to begin college. However, this transition was a very large process for the participants (viewed as an uncertain life change) and they did not have all the required skills and strategies to make a flawless transition. These students had to adjust to a new environment, build a new support system, and learn new study habits. Each student came to college with their own sense of self and their own set of strengths and weaknesses. By continuing to enhance a student's strengths, while still exploring what a student expressed as weaknesses, transition programs can aim to help address specific issues for each student. For example, procrastination as a weakness, gives leeway for discussion on time management and prioritizing. To help students overcome their weaknesses, the program might offer sessions or workshops on time management, planning, goal setting, organization, or study techniques. These sessions would help equip the participants with the knowledge and skills to help them overcome issues or challenges they may be facing during the transition process.

Coping with the transition from high school to college will be affected by the ratio of a student's assets to liabilities (Schlossberg et al., 1995). The balancing of assets and liabilities is an approach that "answers the question of why different individuals react differently to the same type of transition and why the same person reacts differently at different times" (p. 49). Obviously, the more assets a student has over liabilities will

increase their chance of experiencing a more successful transition process. Therefore,

transition programs should be flexible and work to tailor to the needs of each student.

According to this study and previous research, first-year transition programs have a

positive influence on a student's transition from high school to college. If students can be

placed into such a program this will aid in their transition by increasing their assets which

in turn will enhance their situation, support, and strategies; therefore improving a

student's chances at success.

Future Research

"Future research directions are suggestions made by the researcher about

additional studies that need to be conducted based on the results of the present research"

(Creswell, 2012, p. 199). The findings of this research study reaffirm previous research

regarding the transition process and college transition programs for first-year students.

However, much more research must be completed to help institutions of higher education

better learn how to facilitate the transition process for first-year students on full-tuition

scholarships. This study specifically looked at first-year students at a large Midwestern

University, who were participating in the 2011-2012 Chancellor's Scholarship Program.

What about other first year students on other scholarships? What about new college

students who are not beginning college right after the completion of high school? Do

other transition programs offer better assistance or have different requirement standards?

If so, how does this affect the student's transition process? There are numerous areas of

exploration that would allow for further contributions to this area of research.

"Educators often need an angle to pursue to add to the existing knowledge"

(Creswell, 2012, p. 199) or pool of research. From the present study, the researcher has

recognized the limitations of the study and offers several suggestions for future research.

This study was conducted at a large Midwestern University, similar research studies

could be conducted at institutions that vary in size, type, and location to gather a better

understanding of the transition process based on the institution's environment. Is the

first-year student's transition process greatly affected by institution size? Looking at this

aspect would open avenues for many research opportunities.

    This study also purely focused on first-year students who were 18 and 19 years of

age and had just graduated from high school. How is the transition process affected

based on when a person enters college? Transition programs that are available for other

age groups or for individuals entering college after being in the working world would be

beneficial at many institutions. What types of transition programs aid this population of

students? How does a scholarship oriented transition program such as the Chancellor's

Scholars Program look different from other first-year student transition programs?

    Another area of exploration exists based on race and ethnicity. The participants in

this program were all recognized as National Hispanic Scholars, meaning they were of at

least one-quarter Hispanic/Latino descent. This research study did not take into account

the ethnicity of the students and how this might be impacting their transition process. So

in particular, an area of study might be, how does the transition process for first-year

Hispanic or Latino students differ from traditionally white students? Do students from

other racial or ethnic groups experience transitions differently? Specifically, what about

other students on this campus that are Chancellor's Scholars recipients but are not

recognized as a National Hispanic Scholar? Or what about those with the Chancellor's

Scholarship that are not participating in the program? How has their transition been? Is it different from those who chose to participate?

Lastly, more research is needed regarding how to create better transition programs for students. Looking at the results of this study, there is evidence of things that worked and areas that need to be improved. Studying how other transition programs are structured and viewing what works would be beneficial for the enhancement of first-year student college transition programs across the nation.

Conclusion

"A transition is not so much a matter of change as of the individual's own perception of the change" (Schlossberg et al., 1995, p. 28). This study explored the 2011-2012 Chancellor's Scholars' perceptions of their transition from high school to college and how this transition was affected by participating in the 2011-2012 Chancellor's Scholars Program. Participants' academic and social transitions were defined through the lens of Schlossberg's Transition Theory, which viewed each student's situation, self, support and strategies both pre-college and during college. This study showed that the 2011-2012 Chancellor's Scholars Program positively influenced the transition of participants from high school to college.

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Implicit Bias.pdf

Appendix A

IRB Approved Informed Consent Form

University of NEBRASKA Lincoln

Informed Consent Form
IRB #

Identification of Project:
Chancellor's Scholars Program: Exploring the Transitional Influence on Freshmen College Students

Purpose of the Research:
This research project will explore how the Chancellor's Scholars Program influences the transitional process for freshmen college students who have received the Chancellor's scholarship from the University of Nebraska-Lincoln. You are invited to participate in this study by a purposeful sampling of the 2011-2012 Chancellor's Scholars students.

Procedures:
Participation in this study is completely voluntary. You must have been selected as a 2011-2012 Chancellor's Scholar to participate. The interview includes 32 questions and will take approximately 45 minutes to an hour to complete. A private interview room in the Jackie Gaughan Multicultural Center or Nebraska Union will be reserved to conduct the interview session. All interviews will be audio taped. The results of the interviews will be used solely for the primary researcher's Master's thesis and all personal information will be kept confidential.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research study.

Benefits:
There are no direct benefits to the research participants. The benefits of participating in the study are to provide the researcher and institution, particularly the Office of Academic Success and Intercultural Services, with information about the Chancellor's Scholars Program and to evaluate its affect on a student's transition process. The participants will receive no tangible benefits or experience any risks.

Confidentiality:
Any information obtained during this study, which could identify you, will be kept strictly confidential by the primary researcher and secondary investigator. Aliases will be given to all participants to protect their identity. The primary researcher will have access to the list of students in the Chancellor's Scholars Program, which includes their contact information and basic demographical information. This contact list will be stored in a locked cabinet in the primary researcher's office. The data will only be seen by the primary researcher and secondary investigator during the study and will be kept 12

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months following the conclusion of the study. The results from this study will be reported in narrative form in the primary researcher's Master's thesis and presented in an oral presentation to colleagues as part of the primary researcher's educational program. The research with only aliases may be reported in a professional journal or at a professional conference.

Compensation:

There is no compensation for participation in this research study.

Opportunity to Ask Questions:

If you have any questions about the research, you may contact the investigators at any time. Contact information is listed below. If you have any questions regarding your rights as a research participant or to report any concerns, you may contact the Research Compliance Services Office at 402-472-6965:

- if you want to voice concerns or complaints about the research
- you wish to talk to someone other than the research staff to obtain answers to questions about your rights as a research participant
- to voice concerns or complaints about the research
- to provide input concerning the research process
- in the event the study staff could not be reached

Freedom to Withdraw:

Participation in this research study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the primary researcher, secondary investigator, or the University of Nebraska-Lincoln.

Consent, Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Please initial if you agree to be audio recorded during the interview.

Signature of Particpant:

_____   _____
Signature of Research Participant   Date

Name, Phone, and Email of investigators:
Alison P. TePoel, UNL Graduate Student, Primary Researcher
Phone: (402) 651-1665
Email: alison.tepoel@huskers.unl.edu

Dr. Richard Hoover, Senior Lecturer-Educational Administration
Phone: (402) 472-3058
Email: rhoover2@unl.edu

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Appendix B

OASIS Director Consent Letter

Nebraska
UNIVERSITY OF
Lincoln

October 27, 2011

Dear IRB:

I grant Alison TePoel permission to contact students participating in the Office of Academic Success and Intercultural Services (OASIS) Chancellor's Scholars program regarding her research for her Master's thesis.

Alison may have access to directory information for students participating in the program.

Please feel free to contact me via email at afortune3@unl.edu if additional information is required.

Sincerely,

Andre Fortune, Director

Appendix C

Age Waiver Request

Age Waiver Request

In certain cases for children over the age of 14, such as UNL students who are 17 or 18, waivers of informed consent can be granted. Would you like to request a waiver of consent? **YES**

If you are requesting (a) a waiver of informed consent, or (b) a waiver of the consent procedure requirement to include all or alter some or all of the elements of informed consent [45 CFR 46.116 (d)], you must document your responses to each of the following statements.

Can you answer 'true' to the following questions? If so, the project may be considered for a waiver of Informed Consent. You must justify your responses to each question.

1. The Research involves minimal risks or less. **TRUE**
Justify your response. **This research study involves no risk for the participants. The participants will be interviewed about their transition into college and how that has been affected by programming they have attended and by regularly scheduled meetings with a Chancellor's Scholars staff member. The questions are non-invasive and cover topics that are normally addressed in their regularly scheduled meetings with Chancellor's Scholars staff members. The students will always have the option to not respond, if they wish to do so.**

2. By Waiving informed consent, the individual will remain unharmed and retain all rights they would normally be entitled. **TRUE**
Justify your response. **By waiving parental consent all students will give their own consent to participate. All students participating will either be 18 or 19 years of age. The individuals will remain unharmed and will retain all rights they would normally be entitled. The students will sign the informed consent form and receive a copy for their records. The students will be given an alias to protect their identity.**

3. It would be unfeasible to conduct the research if informed consent has to be obtained.
TRUE
Justify your response. **It would be unfeasible to conduct the research if informed consent had to be obtained. The students participating in this study are all from out-of-state and it would be unreasonable to require parental consent in order for them to participate in the interview process. Due to time restraints and recruitment efforts, students would be more than able to give their own consent to participate in this study. Student participating in the Chancellor's Scholars Program are all freshmen students that are either 18 or 19 years of age. It is necessary to include 18 year olds in this study to get responses from true freshmen age students. The pool of Chancellor's Scholars students contains mostly 18 years olds and therefore**

recruitment of enough students for this study would be impossible if only 19 year olds were included.

4. Whenever appropriate, subjects will be provided with additional pertinent information before and after their participation. **TRUE**
Justify your response. **Student will be provided with information about the study prior to the interview process. The participants will give consent and will have the option to drop-out of the study at any time. After their participation, participants may request information or ask questions about the study from the primary researcher at any time.**

Appendix D

Welcome Recruitment Email

WELCOME/RECRUITMENT EMAIL

Dear _____,

My name is Alison TePoel and I am a Master's student in the Educational Administration Department. I am currently serving as a graduate assistant in the Office of Academic Success and Intercultural Services (OASIS) here at the University of Nebraska-Lincoln. Through my assistantship, I have been working with the lead coordinator of the Chancellor's Scholars Program and organizing many of the programs/events associated with this program along with meeting one-on-one with each of the Chancellor's Scholar students.

I am currently conducting research for my master's thesis and I need **your help**! I am researching how the Chancellor's Scholars Program is influencing the transitional process to the University of Nebraska-Lincoln for students who have received the Chancellor's Scholarship. You are **one of six students** who have been selected for this study because you have been selected as a Chancellor's Scholarship recipient for the 2011-2012 school year.

A one-on-one interview that will last no longer than 45 minutes to an hour will be conducted in order to describe your transition to UNL, and how your experience as a Chancellor's Scholar has affected this transition. The interview will take place in an agreed upon location such as the Jackie Gaughan Multicultural Center or Nebraska Union.

Would you be willing to participate in this study?! Please respond to this email or contact me at 402-651-1665, letting me know whether or not you are willing to be a participant! I look forward to hearing from you soon!

Thanks so much!
Alison TePoel
Graduate Student, Educational Administration
alison.tepoel@huskers.unl.edu
402-651-1665

Appendix E

Reminder Recruitment Phone Call

REMINDER RECRUITMENT PHONE CALL

Hi! This is Alison TePoel and I was just calling to see if you received my email about participating in my research study. If you are willing to participate, is there a date we could set-up for an interview.

(Discuss Date)

Perfect! I will send you an email confirming your interview date and I will also attach the informed consent form for you to review.

Thanks and I look forward to visiting with you soon!

Appendix F

Confirmation Email

CONFIRMATION EMAIL

Dear _____,

Thank you for agreeing to be a part of my study! Your interview date, time, and location is listed below:

TIME

DATE

LOCATION

Attached is an informed consent form you will need to sign in order to participate in this study. We will discuss it in more detail prior to your interview. Please set aside an estimated time of *45 minutes to one hour* for this interview.

Please contact me at 402-651-1665 or via email at alison.tepoel@huskers.unl.edu if you have any questions. I am excited to sit down and visit with you about the Chancellor's Scholars Program and your first few months of college!

Sincerely,

Alison TePoel
Graduate Student, Educational Administration
alison.tepoel@huskers.unl.edu
402-651-1665

Appendix G

Thank You Email

THANK YOU EMAIL

Hi _____!

Just wanted to thank you again for participating in the interview process for my study. Your responses have given me great insight about the transition into college for new students and how the Chancellor's Scholars Program has influenced this process. Please be assured that your input will be used anonymously. I know that what you have shared will be not only be helpful in completing my master's thesis, but also in working to improve the Chancellor's Scholars Program for future students. Thanks again for your time! Don't hesitate to contact me if you have any further questions.

Go Big Red!

Alison TePoel
Graduate Student, Educational Administration
alison.tepoel@huskers.unl.edu
402-651-1665

Appendix H

Interview Script

INTERVIEW SCRIPT

Thank you for agreeing to participate in this interview. My name is Alison TePoel and I am a Master's student in the Educational Administration Department and am currently serving as a graduate assistant in the Office of Academic Success and Intercultural Service here at UNL. I am collecting this data for my master's thesis and am excited to learn more about your first few months of college and how being part of the Chancellor's Scholars Program has influenced your transition into college. Before we begin visiting about Chancellor's Scholars, let's review the informed consent form. I will need your signature before we can start the interview.

[REVIEW PURPOSE OF RESEARCH, PROCEDURES, RISKS AND/OR DISCOMFORTS, BENEFITS, CONFIDENTIALITY, COMPENSATION]

If you agree to this point, please initial here.

[POINT OUT OPPORTUNITY TO ASK QUESTIONS, AND FREEDOM TO WITHDRAW].

Do not hesitate to stop me at any point throughout the interview to ask questions or to ask me to clarify.

[REVIEW CONSENT FORM]

Please initial here if you agree to be audio recorded. Please sign and date here if you agree to be a part of this study. Thank you for signing and agreeing to be part of this study! Here is a copy of the informed consent form for your records. Let's get started with the interview.

QUESTIONS

This concludes the interview process. Thank you so much for giving thoughtful answers and taking time out of your day to meet with me! I really appreciate it. Please do not hesitate to contact me with any questions you might have after today. Good luck with the rest of your first semester!

Appendix I

Interview Questions

Interview Questions

Name of Student_____

Date_____

Location_____

Situation

Pre-College

1. Describe your high school experience regarding classes and school work.

     Probes: Were classes easy for you? Did you get good grades?

2. Describe your high school experience regarding involvement in school activities and organizations.

     Probes: Were you highly involved? What activities/clubs/organizations were you involved in? Would you say that high school was a pleasurable experience? Did you have a lot of friends?

3. Describe your thoughts and how you felt about beginning college at UNL.

4. What were your biggest fears and/or questions about college prior to the start of the school year?

     Probes: being away from home the first time; academic apprehension; social apprehensions; size of the University/Lincoln compared to hometown

During

5. Describe your college experience so far in regards to class and school work.

     Probes: Are classes easy for you? Are you getting good grades?

6. Describe your college experience so far in regards to involvement in activities and meeting new people.

     Probes: What activities have you gotten involved in? Are you having a good collegiate experience so far? Are you adjusting to campus and meeting new people?

7. How do you feel about college now that you have been here a few months?

8. What fears and/or questions do you have about college now that you have been here for awhile?

Self (Low-income, First-Generation, Student of Color, etc…will be known from personal contact information prior to interview)

<u>Pre-College</u>
9. How self-confident were you about coming to college?

10. What do you consider as strengths you had before you entered college?

11. What do you consider as weaknesses you had before you entered college?

<u>During</u>

12. How confident are you now in your ability to be a successful college student? How prepared do you feel for your remaining years at UNL?

13. What strengths have you gained or improved since the start of college?

14. What weaknesses do you think you have in relation to being a college student?

Support

<u>Pre-College</u>

15. Prior to the start of college who did you go to for support? Or to get advice?

16. Prior to the start of college who did you seek out for help with classes?

17. Prior to the start of college, do you feel you had a strong support system? If so, who was in this system? If not, how did you feel about not having strong support?

<u>During</u>
18. Now that you are in college, who do you go to for support?

19. After participating as a Chancellor's Scholar, who do you seek out for academic support?

> Probes: What campus resources have you used (writing resource center, math resource center, review sessions)? Have you visited with your professors or attended office hours? Do you use study groups?

20. How did the Chancellor's Scholars Program help you meet new friends?

> Probes: Did you meet new friends and/or classmates because of the program? Did you see familiar faces in your classes?

21. How did the Chancellor's Scholars Program help you join campus organizations, clubs, or activities?

> Probes: Did you join any clubs or activities? Did you learn about activities and events going on around campus? Did you meet others who got you interested in joining an organization?

22. How did meeting regularly with a Chancellor's Scholars staff member affect your transition into college?

> Probes: did you learn anything, opportunity to ask questions, gain a role model/mentor

Strategies

<u>Pre-College</u>
23. How did you manage your time prior to college? How did you stay organized?

24. What were your study habits like in high school?

> Probes: How much did you study? How often? Where?

<u>During</u>

25. After participating as a Chancellor's Scholar, how do you feel about your ability to manage your time? What organizational tools or strategies do you use?

> Probes: use planners, used money management center, managing class schedule, and involvement in student programs or student organizations

26. What are your study habits like as a college student? How have they changed verse how you studied in high school?

27. By participating in the Chancellor's Scholars Program, what did you learn? Are there any specific things that you have implemented into your daily life?

28. Has participating in Chancellor's Scholars Program encouraged you to become involved in student organizations or other co-curricular activities at UNL?

> If so, what types of activities are you considering or have already began participating in?

> If not, why not?

29. Has participating in Chancellor's Scholars Program encouraged you to seek out academic resources available to you on campus?

If so, which ones have you used?

Probes: Examples might be the math resource center or academic success lab

If not, why not?

30. Overall, how did the Chancellor's Scholars Program help you cope with your transition to the University from high school?

Probes: Did you learn how to manage time better? How to study for college level courses? How to seek out campus resources? Did it help you meet friends? Etc..

31. At any time over the last few months, did you ever think about leaving the University?

If yes, why?

If no, why?

32. In addition to what they are already doing, what do you think the Chancellor's Scholars Program could do to help in your transition to college?

Probes: What other information should be provided? What questions do you still have about UNL? Are there any other specific programs you believe should have been offered?

Appendix J

Transcriptionist Confidentiality Statement

Transcriptionist Confidentiality Statement

I _____ (name of transcriptionist) agree to hold all information contained on audio recorded tapes/ and in interviews received from _____ (Name of PI), primary investigator for _____, (Name of the project) in confidence with regard to the individual and institutions involved in the research study.

I understand that to violate this agreement would constitute a serious and unethical infringement on the informant's right to privacy.

_____   _____
Signature of Transcriptionist   Date

_____   _____
Signature of Primary Investigator   Date

Appendix K

Master List of Codes

Master List of Codes

Situation: Pre-College

Academics
classes were easy
making good grades
took honors and AP courses
pretty easy
pretty easy
AP courses
classes were easy
all A's
all A's
anything but an A was shocking

Involvement Level
highly involved
overly involved
involved
involved
involved
involved
literary magazine
music
international club
marching band
National Honor Society
FFA
student Council
multicultural club
Soccer
Track
Cross country
Mock trial
Academic and speech team
Student leadership organizations
Student ambassadors
Student council

Choir
Private voice piano
Spanish club
Lacrosse
Band
Key club
Various sports
Volunteering
Track cross country
Basketball

High school experience
Enjoyed high school
Really good high school experience
Good experience
Pleasurable experience
Good experiences

Thoughts on college
Keeping grades up
Anticipating change
Nervous
Nervous about making friends
A big change
Concerned about social life
Leaving behind girlfriend
Nervous about grades
Keeping up gpa
Nervous
Didn't know anyone
Social concerns
Not knowing anyone
Didn't know anyone
Gpa
Meeting new people

Situation: During College

College Academics
Keep up and study
Really like classes
Geared toward interests
All A's
A's so far
A's and B's
Haven't taken many hard classes yet
Study a lot
Not extremely difficult
Classes are harder
Grades not as good
A lot different than high school

College Involvement
Made a bunch of friends
Active dorm floor
Pre-vet club
Hodge-podge of activities
Very objective
Not much else
Not a lot of time for involvement
Band
Not that involved

I don't do a whole lot else
Like all I have time for is class

Thoughts on college now
Apprehensions uncalled for
Love college
Better than high school
It will get better
Still getting use to things
Enjoy it more
More specialized
Not as bad as I thought
Learning process

Current worries about college
getting classes I want
Gpa
Grades
Gpa
Graduating on time
Future job
Expenses
Grades
Hard classes

Self: Pre-College

Self-Confidence about coming to college
Very confident
Not confident
Pretty confident
Pretty confident
Moderately
Pretty confident

Strengths Pre-College
Memorization
Teaching people
Perfectionist
School work
Lucky
Get A's
Lack of weakness
Social
Academic
Academic
Outgoing
Academics
Hard work ethic

Weaknesses Pre-College
Procrastinate
Overly involved
Procrastinate
Getting to know professors
Time management
Procrastination
Procrastination

Self: During College

Preparedness for remaining college years
Very prepared
Pretty prepared
Works not difficult yet
Pretty prepared
Not prepared yet, getting there
Not going to be easy
Not to prepared, no tough classes yet

College Strengths/Strengths gained
Better at saying no
Managing stress
Critical thinking
Less procrastination
Responsible
Better time management
Time management
Getting things done

College Weaknesses
Worry
Put off studying
Not studying enough
Time management
Using time wisely
Lack of focus
Distracted

Support: Pre-College

Support/Advice from
friends
Girlfriend
Family
Mom
Friends
Self
Parents
Teachers
Peers
Teachers
Friends
Family
Mom
Sister
Best friend
Boyfriend
Friends
Dance team

Academic Support
Google
Teachers
Friends
Peers
Friends
Boyfriend
Sister
People sought me out
Fellow students
A teacher
Sometimes teachers

Support System Level
Good system with parents, girlfriend, close friends
Support system existed
Family, friends, and teachers
Self-reliant
Strong support system
Family and friends
Strong support system-parents, sister, teacher
Very strong support system

Support: During College

Who supports you now?
Friends
classmates
Friends
Family a little
Friends
Dorm
Myself
Girlfriend
Friends
Sorority sisters
Friends

Chancellor's Scholars Program and Academic Support
advisor
Advisor
Professor
Study groups
Self
Study groups
Math resource center
Study lab
Office hours
Chemistry resource center
Professors
Classmates
Self

Chancellor's Scholars Program Fostering Friendships
people interaction at events

Not met new friends
Not helped me make new friends
Met a few
Exposure to people at events
No
Not really a social thing

Chancellor's Scholars Program and Involvement
encouraged me
Required events
Got me interested
More aware of events
Encouraged to join
Awareness of events, did not lead me to involvement

Chancellor's Scholars Program Staff Member Interaction, Affecting Transition
Visit about campus
Know what I am supposed to do
Awareness
Keeps me on track
Set milestones
Somebody is there
Support if I need it
Mentor
Keeps me aware

Strategies: Pre-College

Time Management/Organizational Skills
Planner and lists
Did what needed to be done
Memory
Night before
Not organized
Bad time skills
Did things as they came
Not organized
Folders
Didn't have time

High School Study Habits
Fluctuated
At home
During school
At home when needed
At home when needed
Erratic
Didn't really study
Homework as needed
Did a lot at school
Didn't study much
At home when needed

Strategies: During College

Time Management/Organizational Skills at College
Notecards
Bulletin board
Better time management
Planner
Computer lists
Better time management
Planner
Monthly calendar
Computer notes
Syllabi
Planner
Phone calendar
Study hours
Planner

College Study Habits
More time
Managing studying and social obligations
Better placews
Library
Study lab
Study more
Longer time spans
Take notes
Study more
Read and review
Study in advance
Review
Outline
Study more
Lab hours
In dorm room

Chancellor's Scholars Program Impact regarding Involvement and Resources
Focus on class, looking into more
Exposes me to new interests
Volunteering
Considering joining things
Encouragement, want to do more
Internships

Study abroad
Aware of resources
Writing center
Know what's available
Writing center
Career services
Success lab
Math resource center
Math resource center
Study lab
Library
Lab
Chemistry resource center
Financial aid
Awareness

Chancellor's Scholars Program impact on Transition
Learning about new resources
Taught me to contact people
Outside my comfort zone
Planner
Awareness
Reminder
Guided
Feel involved
Feel part of the University
Goals
Aware
Personal one-on-one interaction

Have you considered leaving college?
Have not
Like it here
No
A bit homesick
Nope
No, it's fun
No
Got scholarship
Like Nebraska
No
Learning so much

Suggestions for Program Improvement
Don't know
Get to know other Chancellor's Scholars
Meet earlier
Meet other Chancellor's Scholars
Don't know
Can't think of any