

2018

Provisional Admission Impact on College Self-Efficacy: A Qualitative Approach

Carolyn A. Davis

Eastern Illinois University

This research is a product of the graduate program in [College Student Affairs](#) at Eastern Illinois University.

[Find out more](#) about the program.

Recommended Citation

Davis, Carolyn A., "Provisional Admission Impact on College Self-Efficacy: A Qualitative Approach" (2018). *Masters Theses*. 3597.
<https://thekeep.eiu.edu/theses/3597>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.



Thesis Maintenance and Reproduction Certificate

FOR: Graduate Candidates Completing Theses in Partial Fulfillment of the Degree
Graduate Faculty Advisors Directing the Theses

RE: Preservation, Reproduction, and Distribution of Thesis Research

Preserving, reproducing, and distributing thesis research is an important part of Booth Library's responsibility to provide access to scholarship. In order to further this goal, Booth Library makes all graduate theses completed as part of a degree program at Eastern Illinois University available for personal study, research, and other not-for-profit educational purposes. Under 17 U.S.C. § 108, the library may reproduce and distribute a copy without infringing on copyright; however, professional courtesy dictates that permission be requested from the author before doing so.

Your signatures affirm the following:

- The graduate candidate is the author of this thesis.
- The graduate candidate retains the copyright and intellectual property rights associated with the original research, creative activity, and intellectual or artistic content of the thesis.
- The graduate candidate certifies her/his compliance with federal copyright law (Title 17 of the U. S. Code) and her/his right to authorize reproduction and distribution of all copyrighted materials included in this thesis.
- The graduate candidate in consultation with the faculty advisor grants Booth Library the nonexclusive, perpetual right to make copies of the thesis freely and publicly available without restriction, by means of any current or successive technology, including but not limited to photocopying, microfilm, digitization, or internet.
- The graduate candidate acknowledges that by depositing her/his thesis with Booth Library, her/his work is available for viewing by the public and may be borrowed through the library's circulation and interlibrary loan departments, or accessed electronically. The graduate candidate acknowledges this policy by indicating in the following manner:

Yes, I wish to make accessible this thesis for viewing by the public

No, I wish to quarantine the thesis temporarily and have included the **Thesis Withholding Request Form**

• The graduate candidate waives the confidentiality provisions of the Family Educational Rights and Privacy Act (FERPA) (20 U. S. C. § 1232g; 34 CFR Part 99) with respect to the contents of the thesis and with respect to information concerning authorship of the thesis, including name and status as a student at Eastern Illinois University. I have conferred with my graduate faculty advisor. My signature below indicates that I have read and with the above statements, and hereby give my permission to allow Booth Library to reproduce and signature indicates concurrence to the thesis.

Carolyn A. Davis
Printed Name
College Student Affairs
Graduate Degree Program

CATHERINE POLYDORÉ
Printed Name
5/11/18
Date

Please submit in duplicate.

Provisional Admission Impact on College Self-Efficacy:

A Qualitative Approach

(TITLE)

BY

Carolyn A. Davis

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Masters of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2018

YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

4/27/18

DATE

5/1/18

DATE

DEPARTMENT/SCHOOL CHAIR
OR CHAIR'S DESIGNEE

4/27/18

DATE

THESIS COMMITTEE MEMBER

DATE

4/27/18

DATE

THESIS COMMITTEE MEMBER

THESIS COMMITTEE MEMBER

DATE

ABSTRACT

This qualitative study examined how a provisional admission program (Gateway) at a mid-sized institution in the rural Midwest impacts students' college self-efficacy. Participants were five students who were successfully released from the Gateway Program at the end of the 2016 – 2017 academic year, and were in their sophomore year at time of study. Data was collected from one-on-one semi-structured interviews. The findings suggest that the program's services, with a high emphasis on intrusive advising by program advisors, positively impact students' college self-efficacy. The researcher concludes that students are more efficacious in their abilities after being provided the structure of the program, including: intrusive advising, attendance in campus workshops and required courses, and limited participation in high-demand social activities such as Greek life, modeling and dance teams. Recommendations for the institution and other student affairs professionals are included.

Keywords: provisional admission, college self-efficacy, student success

DEDICATION

I would like to dedicate this thesis to everyone who has poured into me continuously throughout my academic career. Please know that all the kind words, encouragement, and financial support are beyond appreciated. This is for you all! Please know that whatever goal you set your mind on, you CAN accomplish! With dedication, perseverance, prayer, and drive, you can do all things through Christ!

For every little kid growing up in an inner city system that is telling you that you cannot, I am here to tell you that you can be whatever you want to be. Remain efficacious in your abilities and make sure to surround yourself with people and things that fuel your drive to be successful. I am the proof. This TWO time, first-generation college, girl from the south side of Chicago has done the unthinkable and left others wondering just how she did. “Strive for something great and if you fall short you’ll end up with something good!”

ACKNOWLEDGEMENTS

First giving honor to God, who is the head of my life. Without His strength and guidance, none of this would be possible. I have been blessed immensely with an amazing support system, the opportunity to obtain a master's degree. There were many times I was not sure how I would persist, but time and time again He equipped me with the tools and the motivation to move forward. I am forever grateful.

Dr. Polydore has served me in many ways along this journey. I have seen a successful, educated, black woman in her prime and I am encouraged that all things are possible with persistence. I will forever carry these words she's shared with me many times while working together, "Try emulating something great, if you fall short you'll get something good!" She has been the mentor I've needed in this process. I appreciate you for all that you have been and will continue to be for students of color in this program. This may never be enough but thank you!

To my awesome committee! Dr. Hendrickson, thank you so much for your commitment to my continued education. It is a great pleasure to have you serve on my thesis committee as you were a big part of my undergraduate experience and have helped me complete my graduate studies. Thank you for helping me reach my potential and going the extra mile. Ms. Williams, you have been a role model for me since I've arrived at EIU. I remember first being introduced to you at the Town Hall Meeting held in 2013, where you were vocal beyond limit and there to support your students beyond the classroom. I knew I wanted to be a professional that would fight for the needs of her students and someone who would share the truth regardless of how much others may reject it. Thank you for being a phenomenal role model, student affairs professional, and

Soror. Thank you for extending a helping hand to me beyond the needs of my thesis and investing in my professional development. I appreciate you so much!

To my cohort, you all have been extremely motivational and supportive. To my dearest Kayla and Rishawnda, words cannot express what you both have been to me for the last two years. I'm not sure this experience would have been worthwhile without you. The long nights in the library, the after parties in the 24-hour lounge, and all the procrastination in between, I would have not chosen a better pair to go on this journey with. You two will be amazing professionals. You both have shown me what the essence of black girl magic is.

Kenny, you've been my source of joy. Thank you for praying for me and over me. Thank you for believing in me when I lost sight of what I was doing and why. Words will never be enough to thank you. But you are more than appreciated for the days you listened, gave your shoulder, and all the Buffalo Wild Wings trips.

I saved the best for last. My dearest family, thank you for being my driving force! I do everything with you all the root of my motivation. I hope that within my success that you all see that anything you all desire is at your fingertips. Sylvia, Paula Amber, Victor, Patrick, and Logan, I hope you take my successes as your own, my fuel is knowing that there are others looking up to me. Mommy thank you for instilling the value of education in me while I was young. It is because of you that I am as successful as I have been. Thank you for sacrificing all that you have for me and mostly thank you for never making excuses and showing me that with a grateful heart and the will anything is possible! Nana and Grandpa, you all have shown me what unconditional love is and have always celebrated my successes. Thank you both for being constant support

systems and praying over me. I love you both and I am so blessed that you both can see me through this chapter in my life.

TABLE OF CONTENTS

ABSTRACT.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
CHAPTER I.....	1
Introduction.....	1
The Gateway Program	3
Purpose of the Study	5
Research Questions.....	5
Significance of the Study.....	6
Assumptions, Limitations, and Delimitations.....	8
Definitions of Terms.....	9
Summary	11
CHAPTER II.....	13
Review of Literature	13
Provisional Admission in Higher Education: A Brief Context.....	13
Under-prepared Student Groups and Remedial Programming	16
The Gateway Program	18
Self-efficacy	22
Summary	24
CHAPTER III	26
Methods.....	26
Design of the Study.....	26

Participants.....	27
Research Site.....	27
Instruments.....	28
Data Collection	30
Data Analysis.....	31
Treatment of Data	31
Summary.....	32
CHAPTER IV	33
Findings.....	33
Participants' Profiles.....	34
Intrusive Advising and its Impact on Students' Self-efficacy	36
Course, Workshop, and Resource Participation and its Impact on Students' Self-	
Efficacy	41
Limited Social Activities and its Impact on Students' College Self-Efficacy.....	44
The Gateway Program's General Impact on its Students' Self-Efficacy	47
Summary of Findings.....	51
CHAPTER V	52
Discussion, Recommendations, and Conclusion	52
Discussion.....	52
The Gateway Program's General Impact on Students' College Self-Efficacy.	54
Intrusive Advising and its Impact on Students' College Self-efficacy.....	55
Course, Workshop, and Resource Participation and its Impact on Students' Self-	
Efficacy.....	58

Limited Social Activities and its Impact on Students' College Self-Efficacy.....	58
Limitations	59
Recommendations for Future Research.....	61
Recommendations for College Student Affairs Professionals.....	62
Conclusion	64
References.....	66
APPENDIX A: CONSENT TO PARTICIPATE IN RESEARCH	74
APPENDIX B: INTERVIEW PROTOCOL.....	77

LIST OF FIGURES

Figure 2.1 Bandura’s (1986) Theoretical model of the causal structure and interdependent factors influencing the way that people learn and develop through social interaction.....21

Figure 5.1 Conceptual model of Bandura’s triadic reciprocal causation showing influence of the Gateway program.....55

CHAPTER I

Introduction

Attaining a college degree is still recognized as the surest route to future financial success. According to the National Center for Education Statistics (McFarland et al., 2017), in 2015 individuals with a bachelor's degree earn, on average, about \$20,000 more per year than someone with a high school diploma, and this increases by an additional \$10,000 for those with a master's degree. Furthermore, these numbers held true across gender and race. Clearly, for those seeking higher income employment, getting into college is a necessary step. But not everyone is college ready. In Illinois, college readiness is assessed by the ACT—American College Testing organization—an exam that all high school junior level students are required to take. The exam is comprised of four academic components: English, reading, mathematics, and science. However, the ACT also provides a written portion of the exam that is not required, but strongly suggested (ACT, 2016). Many students take ACT preparation exams in hopes of increasing their opportunity to get accepted in the college of their dreams. ACT sets benchmark goals for each of the core curriculum tested. A student's readiness for college is assessed on their ability to either meet or exceed the benchmark expectation set. For the 2016 academic year, 156,403 students tested for the ACT (Rado, 2016). The percentage of students that met the set benchmark for each of the curricula were: English (64%), Reading (42%), Math (41%), and Science (36%) (ACT, 2016).

The ACT defines college readiness as reaching a score of 18 in English, 22 in reading, 22 in mathematics, and a 23 in the science portion. Statewide, students in Illinois had an average composite score of 20.8 (ACT, 2016). According to the national

ACT (2016), less than 36% of the Illinois student population completing the assessment meet each of the benchmark goals set. If all state colleges base their admission criteria on the outcome of a student's ACT, it would seem that high schools have failed the students because they cannot perform at the expectations set. This should be alarming. Prior to 2016, all institutions in Illinois (Rado, 2016) have based their admissions decisions on this exam. Not even half of the residing students can meet the set expectations (ACT, 2016). This allows for questioning of whether this should be a defining component of a student's abilities. Many colleges have strict guidelines that influence admissions decisions. For most institutions, students submit a personal statement, an unofficial/official high school transcript, ACT/SAT scores and an application for admittance. Unfortunately, if students don't meet entrance requirement, their application is usually denied. According to the reporting from the ACT (2016), this eliminates nearly 64% of students who don't meet ACT benchmark expectations a chance to attend a university.

While a student may perform well academically, it means little if they cannot prove their abilities in the exam purported to predict college readiness. For some institutions that students may apply to, there may not be another opportunity for enrollment; however, other institutions provide an alternate route for students. Alternative admission allows students an opportunity to gain acceptance into a college or university through an alternative admission option. For the purpose of this study, Eastern Illinois University (EIU), a midsized university in the rural Midwest, will be the focus. EIU is home to approximately 7,500 students, both undergraduate and graduate (EIU Planning and Institutional Research, 2016). EIU offers alternative admission through a

provisional program called the Gateway Program, housed in the Office of Minority Affairs. The University states the program's mission as follows, "Our focus in the Gateway Admissions Program is to provide students with a personalized academic plan and individualized attention during their first year at Eastern. We truly believe students who may not have the standard academic credentials can find a pathway to success" (Gateway, 2016).

The Gateway Program

Cambridge dictionary (n.d.) defines a gateway as "a place through which you have to go to get to a particular area; a way of achieving something; something in a system that allows you to use its other parts". In a similar fashion, the Gateway Program (aka Gateway) opens a door for students who don't meet the regular admissions standards, where other universities may have shut the door with no other possibility for admissions. At a time when it appears the hope of obtaining a post-secondary degree is impossible, EIU offers students a second chance. It allows them a way out of the habits formed in high school that may not have encouraged regular study habits and helps erase the negative stigma that may have come with being underprepared during their high school experience (Gateway Handbook, 2016).

According to EIU's admission portal, MyEIU (2017), EIU's standard admissions requirements are as follows: a student must have an ACT score of 18 and a 3.0 G.P.A.; an ACT score of 19 and a G.P.A. of 2.5; an Act score of 22 and a G.P.A. of 2.25. The Gateway program requires a minimum ACT composite score of 16 and a minimum high school G.P.A. average of 2.0. Gateway students must also display their writing abilities by submitting a writing sample and have two references that can speak to their abilities as

a student. Moreover, they are provided with other opportunities for the duration of their time in the program, e.g., they receive a designated academic advisor, the opportunity to live on campus, weekly study tables to encourage regular study habits and program tutors. Additional requirements for the program are they must agree not to pledge any fraternities/sororities, and they must not join any dance or modeling teams.

Prior research suggests that there is a positive correlation between self-efficacy and student performance. Meaning that if others invest in and believe that a student is capable of achieving then a student is likely to believe the same. Beattie, Woodman, Fakehy, and Dempsey (2016) studied the impact of limited and extensive feedback on the self-efficacy–performance relationship on simulated driving tasks, to better understand how those evaluations would influence participants' future performances. Using a 3-study model, the researchers examined the impact of three different types of feedback on adult men and women. In Study 1, participants were given minimal feedback of current driving performance, Study 2 provided participants with detail specific feedback tailored to previous performance in driving times, and Study 3 combined the efforts of feedback detail specific of past and current performances in golf putting. Findings suggest that when students are provided limited feedback their self-efficacy would be negatively associated with prior performances; when given detailed feedback regarding succeeding performances, students developed a positive outlook on future tasks to be completed. The authors concluded that feedback is essential to enhance the positive relationship between self-efficacy and performance. This model can be seen in operation through Gateway's regular advising requirement, in which students receive feedback on a consistent basis. Presumably, students in the Gateway program will benefit and develop

a stronger sense of college self-efficacy as result of frequent, consistent feedback. Additional research (Jain, Chaudhary, & Jain, 2016; Lee & Mao, 2016; Niemiec & Tomasz, 2015; Sitzmann & Yeo, 2013) provides support that self-efficacy and performance are interdependent. Evaluation of past performances from professors, advisors, supervisors, etc. influence a positive outlook on the ability to use given critiques to enhance future performances, hence positively influencing a student's self-efficacy for future tasks.

Purpose of the Study

The purpose of the study was to understand how the Gateway Program may impact students' college self-efficacy through its structure and requirements. More specifically, I sought to understand the role that intrusive advisement, a cornerstone of the program plays in the student's journey through the program. Gateway students are provided support through the intrusive advisor assignment. This research is intended to identify if there is an impact on student efficacy.

Research Questions

This study sought to answer the overarching question: How does participating in the Gateway program impact students' college self-efficacy? To answer this question, the following research questions were formulated:

RQ1: How does intrusive advising impact students' college self-efficacy?

RQ2: How does participating in the required courses, utilizing campus resources and other required workshops impact students' college self-efficacy?

RQ3: How does non-engagement in Greek life and other high-demand social activities impact students' college self-efficacy?

RQ4: How does the Gateway Program, in general, impact students' college self-efficacy?

Significance of the Study

An increasing number of students are leaving high school underprepared for college. One way that institutions have addressed this issue is through provisional programming (Nichols & Clinedinst, 2013). Though these programs have been found to help the underprepared persist through the second year, there is evidence that provisional admission may be an overlooked and underutilized at many four-year institutions, with only about 57% reporting having a provisional admission program (Nichols & Clinedinst, 2013). Public institutions are more likely than private institutions to underutilize this option. Eastern Illinois University is a public institution provides provisional programming through its Gateway Program, housed under the Office of Minority Affairs.

The Pell Institute (Nichols & Clinedinst, 2013) identified several ways that provisional programs function. Institutions can choose to have a full year commitment for students to prove their academic ability over a summer session that proves they can complete college-level work before enrolling full-time status. There is no limitation on the way that these programs can be implemented. Institutions have the power to shape them to best serve their student body. However, the research shows that it would be a worthy investment based on the experiences shared by students in their study (Nichols & Clinedinst, 2013).

On a local level, findings from this study on the Gateway Program can provide evidence that the program positively contributes to student development. This would present a case for funding to other provisional programs that are provided to students as

well as further developing existing programs to serve more students. Additionally, with the findings of this research in regard to the impact of intrusive advising, this may not only make a case for provisional programs, this may be just as usual for universities seeking to enhance the student experience.

Furthermore, administrators will be able to better understand the implications that come along with requiring students to complete additional mandatory tasks through the Gateway Program and whether it aids or hinders their experience at Eastern Illinois University. Also, the Gateway Program will be able to gauge the development of self and perceived capabilities during the time in the program whether it may be progressive or regressive to finding ways to further meet the rarely communicated needs of the student. This can be useful to other institutions because it allows EIU's Gateway Program to be a framework for other institutions to implement bridge programs, giving students multiple opportunities to enroll in different universities.

While this research can provide supporting information to create programs, it is a possibility that the research outcome can provide information as to why programs such as Gateway should receive continued support via institutional funding and federal grants. According to the Pell Institute (Nichols & Clinedinst, 2013), after distributing surveys to 1,263 four-year institutions and conducting interviews at five institutions, provisional admission programs had been shown to create access to college, enhance student's academic performance, develop key functioning skills such as time management and study habits, enhance student self-efficacy, amongst other things.

Assumptions, Limitations, and Delimitations

Even the best research can carry a number of assumptions, limitations and delimitations. Given that the study was aimed towards a small subpopulation of EIU's general population; it was inevitable that the researcher encountered assumptions, limitations, and delimitations that influenced its outcome. In conducting a carefully designed study it was imperative that these were identified, acknowledged and controlled for where possible, prior to the start of the research.

There were several assumptions that are connected with this research and may have impacted its validity. The first was that students would be completely honest in all thoughts, opinions, and insight. It was assumed that this would be a hurdle for the research study, as students have been released from the program and have no reason to fear giving full and legitimate accounts of their experiences. Participants were given the opportunity to select pseudonyms that ensured confidentiality and their anonymity throughout the study. A second assumption was that there would be at most 150 students to solicit participation from and they would be willing to share their experiences resulting in the expectation that there would be at least six participants. However, not all students returned to the institution for various reasons. Therefore the trustworthiness of the findings is limited by the extent to which these assumptions are met.

With regards to limitations, two were identified which could impact the validity of the study. First, though the researcher attempted to select a representative yet purposeful sample, not all variables that may impact self-efficacy, were accounted for. If participants fell into one race, socioeconomic status, etc., it would not have allowed the researcher to understand the Gateway experience as it varied from background to

background. This posed a potential limitation to the study as it had the potential to skew the data. For this research study, a convenience sample was utilized. This allowed the researcher to select an even number of both male and female participants to ensure that the data wasn't either male or female dominated. This ensured a well-rounded interpretation of the Gateway experience. The final identified limitation of the study lies in the nature of qualitative research. The sampling strategies employed, may have impacted the transferability of the detailed experience of a few students to the larger population of Gateway students. The researcher addressed this issue by identifying themes that occurred at least three times among participants, for use in final discussion of findings.

Finally, the researcher placed restrictions on the study in order to increase of its feasibility. The study aimed to study students who were enrolled into the university through the Gateway program and had been successfully released from the program. This allowed for the unique experiences, exclusive to the Gateway students, to be explored. In addition, interviews were scheduled to take place no earlier than after the first month of classes. This was intentionally set as it allowed students the opportunity to develop experiences as a student of the general population, yet, interviews were done soon enough after returning to avoid hindsight bias of actual Gateway program experiences.

Definitions of Terms

The definitions that follow are provided to ensure clarity and understanding of these terms for the duration of the study. The researcher has developed operational definitions for the terms that are not accompanied by a citation.

ACT. The American College Testing Program. An exam that examines college readiness of students taking the assessment. This is a common predictor in determining whether a student would possibly do well in first-year college courses such as English 101, biology 101, and mathematics 101 (ACT, 2016).

College self-efficacy. This is defined as the students' confidence in their ability to complete certain college-related tasks. This consists of two categories: academic and social and was informed by the College Self-Efficacy Inventory (Solberg, O'Brien, Villareal, Kennel, and Davis, 1993).

Gateway Program. A provisional admissions program fostered at Eastern Illinois University. The program requires a minimum ACT composite score of 16 and a minimum high-school G.P.A. average of 2.0. Students must also display their writing abilities by submitting a sample of their writing and have two references that can speak to their abilities as a student. Students must complete additional requirements for the duration of their time in the program. Students must live on campus during their freshmen and sophomore year. They must attend weekly study tables. Students must also agree not to pledge any fraternities/sororities. Additionally, students must not join any dance or modeling teams (Gateway Handbook, 2016).

Intrusive advising. Intrusive advising is an intentional method to help influence and encourage students and assist them in collegiate experiences. Students are paired with an advisor who has professional experience and is dedicated to helping the student succeed. Advising professionals that implement strategies to avoid crisis incidents that may derail academic success (Rodgers, Blunt, & Tribble, 2014).

Provisional admission. For this study, an operational definition will be used to define this term. Colleges or universities offer an alternative route for students to apply for admission. Somehow the student did not meet regular admissions requirements. Students are usually required to take placement tests to complete the necessary coursework that will allow them to perform at the college level in the areas they struggle with or students will be required to attend workshop like classes so that students have a smooth transition from high school to college.

Self-efficacy. Self-efficacy refers to the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997).

Underprepared student. The underprepared student is identified as a student who was poorly educated from kindergarten through high-school. Students in this population are often from the low-income families, of minority status, and struggle with learning disabilities or poor English proficiency (Perin, 2013).

Summary

Many students who leave high school are not college ready; they do not meet the requirements for general admissions into four-year institutions. For many, this could mean a lifetime of struggle to make a desired income. Some institutions provided students with a second chance at gaining acceptance into post-secondary institutions, via provisional admissions. The Gateway Program at Eastern Illinois University is one such program. This study sought to determine how the program executes its effects through the lens of Bandura's self-efficacy. Chapter 2 presents a detailed review of the literature surrounding provisional admission and student success, as well as the theoretical framework which guided the study. Chapter 3 presents a detailed description of the

processes undertaken to answer the research questions and Chapters 4 and 5 present the findings and discussion and conclusion, respectively.

CHAPTER II

Review of Literature

There have been many attempts to explain what aspects of college help to create an environment for students geared toward academic success (e.g. Fauria & Zellner, 2015; Moser, Salinitri, McCuistion, & Slaughter, 2015). This review of the literature was conducted to further understand the findings and discourse surrounding those research. It includes research on perceived student competence and confidence and the influence of programmatic guidelines as they relate to students in provisional programs, and Bandura's self-efficacy within the context of social cognitive theory. Understanding of the needs of provisional admission students begins with reviewing the history of such programs at institutions of higher learning.

Provisional Admission in Higher Education: A Brief Context

Provisional admission to institutions of higher learning is tied to college under-preparedness. In 1894, Wellesley College of Massachusetts was the first post-secondary institution to offer remedial courses that allowed underprepared students the opportunity to receive instruction that would prepare them to enroll in courses their prepared peers were taking (Cross, 1976). This was the start to post-secondary institutions providing alternative admission to students. According to Bennett, Wesley, and Dana-Wesley (1999), public institutions depend on student tuition and fees to be a large contributor to the college or university budget. In order to increase the student body, universities have enrollment management specialists to find ways to increase university enrollment. One of the ways found to increase the student population is to create additional measures for admission into the college (Bennett, Wesley, & Dana-Wesley, 1999). Institutions expand

their admissions by adding provisional admissions programs. This allows institutions to tap into an underrepresented population of students.

According to Dickenson (2004), institutions have limited fiscal resources. Public college heavily relies on state budgeting to fund and keep the college or university functioning financially; however, when funding isn't as lucrative as expected, institutions find themselves allowing provisional programming to be among the areas to be cut to create more funds to allocate to other areas of importance. This can be a daunting process that requires, "a systematic, rigorous and academically responsible prioritization process" (Dickenson, 2004, p. 3). Given that the resources are few and far in supply but high in demand, the given resources are used in the areas of greatest need. Unfortunately, those needs considered to be priority may exclude provisional programs because standard admitted students pose as an academic priority. Universities will give resources to those students that have proven the ability to be successful. However, Nichols and Clininst (2013) demonstrated that while students were classified as underprepared at the start of their college career, more than 70% of these students successfully complete their first year and enroll as sophomores.

Unfortunately, too often, at state and federal levels, a college education is deemed as less important than other budget needs such as defense and medical coverage (Dickenson, 2004). This is currently happening with the Illinois budget crisis and the limited funding for colleges. Select universities will enroll underprepared students, but the funds for provisional admission is cut in times of financial hardship (Dickenson, 2004). It is considered more cost effective to invest in students that have been identified as academically capable and accepted through standard admission.

Historically, there has been a consistent group of student populations that have been academically disadvantaged and underprepared for college (National Center for Fair & Open Testing, 1992). Barratt (2011) identified them as first-generation college students, students coming from low socioeconomic families, and minority groups. These students traditionally have lacked access to resources—such as parents that have completed degrees or attend high schools that focused on college readiness—that would further prepare them for college. According to the ACT (1997) in the exam taken that year African-Americans scored 12.8% lower than their White counterparts, women scored 0.8% below their male counterparts, and students identifying from the lowest socioeconomic status scored 9.7% lower than those students identifying as part of the highest socioeconomic status. The disparity remains a constant today. In 2012, 25% of ACT participants met all benchmark expectations; on the other hand, near a third of all students, who took the exam, did not meet benchmark goals (ACT, 2012; Dinecola, Ball, & Maberry, 2015). In 2012, White students averaged an ACT score of 22.4, Black students scored 17, and Hispanic students scored 18.9. This results in individuals largely from racial minority groups are being denied admission to higher education institutions (Bettinger & Long, 2006). This disparity becomes even more visible on college campuses, as first-generation college students, low socioeconomic, and minority students form an increasingly larger proportion of the college population (National Center for Education Statistics [NCES], 2016).

Completing a bachelor's degree becomes more attainable as the family income increases (Nichols, & Clinedinst, 2013). However, as the student family income decreases, a disparity is created. In 2009, approximately 76 % of students from

advantaged families successfully complete college, while less than 50% of students from economically disadvantaged backgrounds complete degrees, creating difficulty in establishing retention amongst the economically disadvantaged student population. Long and Riley (2007) found nearly 80% of students attending college have trouble financially providing all that is needed for a college education and that financial stress can be the largest stressor leading into college. If students are not academically excelling in high school, the less money they will be given in grants and scholarships, this impacts academically under-prepared students.

Under-prepared Student Groups and Remedial Programming

When discoursing provisional admission programs, it is important to understand the underprepared student population that creates the need for such programs. Studies have identified these student populations as first-generation, minority, and non-traditional (Barratt, 2011; Bers & Smith, 1991; Clagett, 1996; Voorhees, 1993). In addition, students from low-socioeconomic incomes are among the populations identified as under-prepared (Barratt, 2011). These student populations have been historically disadvantaged in the educational system. There is an expectation that high school prepares students for either the workforce or college (Barton & Coley, 2011). There are high schools that have vocational training for students who know early on that college is not an end goal, these however, are often, though not always, limited to subjects like agriculture, mechanics, health, home economics, etc. (Chen, 2016).

Basics skills such as reading, critical thinking, reading comprehension, basic mathematics, and English/grammar are imperative to the success of students. This ensures that students can perform in the most basic roles such as custodians, cashiers and

other customer service roles (Barton & Coley, 2011). Fortunately, if students don't learn these basic skills during their educational career, they can be taught so that they can function just enough to get through their workday. While this is a route to the workforce, the College Board (2017) identifies college education as a link to job security and higher paying positions. This creates a need for extended resources for students that may require additional preparation but show a clear desire to compete at the collegiate level because obtaining a college degree presents job security and higher pay wages.

When speaking about the underprepared students, one must address the need for remedial education alternatives. In the past, colleges saw 41% of students requiring a need for remedial coursework (Hoyt, 1999; U.S. Department of Education, 1996). However, more recently, between 40% and 68% of students attending community and public universities were required to enroll in at least one remedial course (Chen, 2016; Jimenez, Sargrad, Morales, & Thompson, 2016). Since then, The National Conference of State Legislatures [NCSL] (2016) defined remedial coursework as "classes taken on a college campus that are below college-level. Students pay tuition and can use financial aid for remedial courses, but they do not receive college credit" (p.1). Most of this occurs in reading, writing, and math. Per the NCSL (2016), the need for remedial education has been increasing. With the rise in student enrollment into colleges, the need for remedial programming is expanding. Upon enrollment, more students are entering either community colleges or university unable to successfully prove their ability to compete at the college level. Students are directed to remedial coursework through a placement exam of institutional selection after being admitted, based on individual standards of colleges (Tierney, & Garcia, 2008).

While remediation is an alternative method to assist students in their ability to complete college-level coursework, it can be costly to the student (Martinez & Bain, 2014). Students must pay for the remediation courses, in which the credits do not go towards a degree. This can become costly, the student must pay for the other courses that actually qualify for college credit (NCLS, 2016). Provisional programming alongside remedial courses is nearly essential for the progression of students who have been under-prepared in high-school. According to the Alliance for Excellent Education (2011), one-third of students won't complete graduation requirements to successfully exit high school and of that third, 43% won't earn a degree after a six-year attempt. Fortunately for the students who have not been as prepared at the secondary level, some universities give them a second chance or an alternative route to college entry. An example of one such program is the Gateway Program at Eastern Illinois University.

The Gateway Program

Eastern Illinois University hosts a provisional admissions program known as the Gateway Program. The Gateway program has developed its own admission criteria as defined by the university's Office of Minority Affairs, which houses the program. Gateway's mission is "to provide students with a personalized academic plan and individualized attention during their first year at Eastern. We truly believe students who may not have the standard academic credentials can find a pathway to success" (The Gateway Handbook, 2016). The Gateway program creates an opportunity for a college education for students who don't meet the regular admissions standards as defined by the university's Office of Admissions: a minimum ACT score of 18 and a 3.0 G.P.A.; an ACT score of 19 and a G.P.A. of 2.5; an Act score of 22 and a G.P.A. of 2.25. The

Gateway program requires an ACT minimum score of 16 and a minimum G.P.A. average of 2.0. Gateway students must submit a writing sample and two academic references. Each student must complete additional requirements for the duration of their time in the program. All students in the program must live on campus during their freshman and sophomore year. They must attend weekly study tables and meetings with their Gateway advisor. Students must also agree not to pledge any fraternities/sororities. Additionally, students must not join any dance or modeling teams.

A few studies have been conducted on the Gateway Program. For example, Harris (2007) examined the second-year student experience. That study focused on students who successfully fulfilled all requirements of the program and were released into the general student population. Harris' (2007) qualitative study sought to identify the factors and resources that contributed to the successful completion of students exiting the Gateway program and into the general population. The researcher found that students attributed much of their success to the assistance provided by the Gateway advisors that they were assigned at the beginning of the year. This corresponded well with findings from Bell (2014) who also found that because the role of the advisor was so influential to their success, former Gateway students sought similar relationships transitioning into their second-year. Students utilized relationships with other figures on campus to mimic the advisor relationship outside of the Gateway program with others such as resident assistants, professors, friends, or returning to former Gateway advisors.

In a more recent study, Bell (2014) conducted a mixed-methods study comprised of 48 participants which investigated the significance of the requirements imposed by the Gateway Program to Gateway participants. Bell wanted to understand from the students'

perspective how the program's additional requirements impacted their ability to be successful as students are released into the general student population. Bell's (2014) study revealed that students had an overall positive perception of the Gateway Program. Furthermore, of the additional requirements, students found the mandatory weekly advising meetings and the structured study sessions were what attributed to their success. Students had identified Gateway as being an instrumental attribution to their academic success in college. This brings a need for the overall understanding of what students identify as factors contributing to their academic success in college and if those needs are universal or university specific.

Theoretical/ Conceptual Framework

This study was guided by Bandura's: Social Cognitive Theory and his concept of self-efficacy. Additionally, the concept of college academic success helped to guide the research.

Social Cognitive Theory. Social cognitive theory (SCT) was developed by Albert Bandura in 1986 (Bandura, 1986). Believing that people possess the power to think independently and take actions that influence their experiences and shape their life pathway, Bandura theorized that people use self-reflection to assess their personal behaviors based on environmental and human aggregate influences. This is posed as a learning theory. While people possess the power to think individually, it is believed that those thoughts are fueled by the surrounding influences of environmental factors, the human aggregate, and personal behaviors. This is best illustrated by a triangular model displaying the causal structure demonstrating the interdependency between personal

behaviors, personal factors, and environmental factors (Figure 1.). The reciprocal feature of these contributing factors suggests that each factor influences the other two.

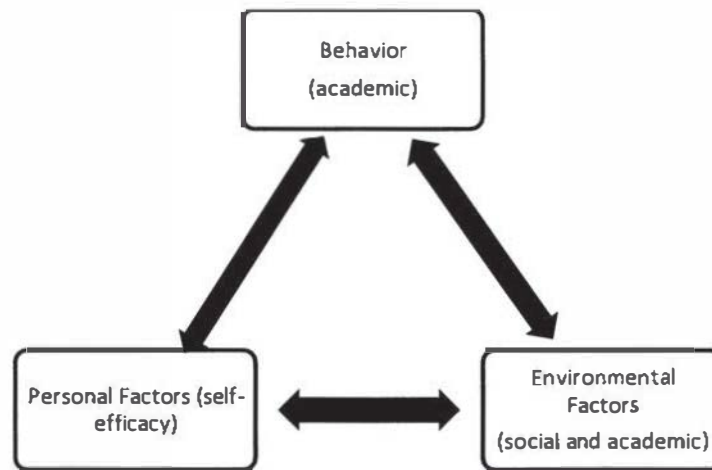


Figure 2.1. Bandura's (1986) Theoretical model of the causal structure and interdependent factors influencing the way that people learn and develop through social interaction.

According to Pajares (2002), using social cognitive theory within the academic realm, faculty and staff can develop students emotionally and enhance self-efficacy and habits of thinking. These are identified as the personal factors component. In addition, tutors, advisors, and other staff members can contribute to improving students' academic abilities and self-regulation practices, also identified as the behavior component. Lastly, tutors, advisors, and other staff members are encouraged to alter the campus and academic structures in a way that may work to ensure student success, creating the environmental factors component of the theory.

The Gateway program incases SCT within the guidelines of the student requirements. In some fashion, students are taking an active role in the learning process. Students are encouraged to take learning beyond the classroom. Gateway students meet weekly with academic advisors that play a vital role in their educational process. In turn,

students are learning and developing through others. Hence, this is the environment that Gateway creates for its' students. In addition, students are required to participate in study tables. This is another environmental factor interconnected with behaviors. Attending regulated study sessions with other Gateway students give students the opportunity to learn from one another. Representative of Bandura's triadic model, a student learning studying habits from a peer, in turn, influences personal behaviors. That experience is an example of the environmental factor being a causal relationship with personal behaviors.

Self-efficacy. According to Pajares (2002), "of all the thoughts that affect human functioning, and standing at the very core of social cognitive theory, are self-efficacy beliefs." (para. 11). Self-efficacy refers to the beliefs in one's capabilities to organize and execute the courses of action required to successfully obtain a goal (Bandura, 1997). This, in turn, influences how people assume others perceive them and how they perceive themselves; altering how they think, behave, and self-motivate. Bandura associated a strong self-efficacy with a stronger sense of accomplishment and overall well-being. When people have low self-efficacy, they approach the task designating it as a fear or threat; on the other hand, a student with a high sense of self-efficacy approach task with an excitement that they will master any task that they may face. A student can be efficacious in their ability to graduate college or they can be efficacious in their ability to stick to a diet for a certain period. It is important to understand that efficacy can be applied to any single task. Because of its wide-ranging application to daily functioning, it is imperative that students are in constant development of their efficacy in a specific task.

Self-efficacy is best explained through four sources (Bandura, 1997): *enactive mastery, vicarious experience, verbal persuasion, and physiological and affective states*. Enactive mastery refers to the presumed ability to complete a task. It's the most influential source of efficacy because "it provides the most authentic evidence of whether one can muster what it takes to success."(Bandura, 1997, p. 80). Vicarious experience refers to the perceived ability to complete a task based on the achievement of others. Verbal persuasion pertains to those that influence a person, strengthen and building the other's efficacy enhancing one's belief in their ability to achieve. Lastly, physiological and affective states are the physical and emotional states that can alter one's confidence to be successful in a task. Each source is a contributing factor to the overall self-efficacy of an individual and all potential stimuli have been factored to fit in either source. Each source contributes to the evaluation of abilities to succeed in a task. However, information conveyed from these sources, only become instructive through the cognitive processing of that information, in other words the individual must understand the efficacy information that they are receiving, and how it relates to an outcome.

People develop a sense of self based on the evaluations they receive from the individuals they assign significant value to; this would include parents, immediate family, friends, peers, professors, significant others and anyone else students allow to hold value in their day to day life. Bandura (2012) explored that relationship between perceived self-efficacy, motivation and its impact on goals and behaviors. He found that because of the extensive layering of self-efficacy, there is often discordance between the actual efficacy and the action associated. This can be determined in instances where students are overtly confident when asked about their personal perceived efficacy and performing

a task that would prove their ability to not only confidently complete a task but to successfully execute the task as well. In holding individuals accountable to ensure that an individual is accurate in their measurement of efficacy, Bandura (2012) noted that everyone has multiple loci as well.

Student Self-Efficacy. Thomson (2012) found that to contribute to building a healthy self-efficacy for students, student affairs professionals must address the needs as they directly pertain to each individual student that they work with. In a study conducted by Lucas (2012), it was found that after completing five-weeks of an EIU summer bridge program, Summer Institute of Higher Learning, students demonstrated a statistical significance in their self-efficacy inventory that they took from the start of the program to the close, students had shown that their self-efficacy had increased. There was a clear difference demonstrated in the data. Upon exiting high school, students had not felt fully confident in their academic abilities; however, after the program, students had not reported full confidence but they had grown since entering the SIPiL program. This shows that provisional programming for students helps to not only enhance their academic abilities but additionally contributes to their confidence in their ability to succeed in other tasks.

Summary

It is as important that college student affairs professionals understand the need for provisional programs and the students populations that benefit from them (Barratt, 2011; Bennett, Wesley, and Dana-Wesley, 1999; Bers & Smith, 1991; Clagett, 1996; Voorhees, 1993). Understanding the importance of creating a conducive environment for students while encouraging growth is cornerstone for growth, is a major contributing

factor to promoting academic success. This aids in creating a high sense of self-efficacy where students believe any task they attempt can be conquered with hard work, support, and perseverance. To best study this, there must be an understanding of the theoretical concept of self-efficacy (Bandura, 1997). Research has shown that academic success is a direct product of students that are confident in their abilities. Chapter 3 presents a detailed description of the methodological approach utilized to answer the research questions. Chapters 4 and 5 describe the findings, discussion, recommendations, and conclusion.

CHAPTER III

Methods

This chapter describes the processes used to answer the research questions: How does intrusive advising impact students' college self-efficacy? How does participating in the required courses, utilizing campus resources and other required workshops impact students' college self-efficacy? How does non-engagement in Greek life and other high-demand social activities impact students' college self-efficacy? How does the Gateway Program, in general, impact students' college self-efficacy? The methods were geared in developing the best understanding of how the Gateway Program impacted the college self-efficacy of provisionally admitted students.

Design of the Study

A phenomenological qualitative approach was used to study the student experience within the Gateway program. Qualitative research presents the researcher with an opportunity for discovery and exploration (Park & Park, 2016; Silverman, 2009). The phenomenological approach attempts to provide the researcher a further understanding of the day-to-day experiences of the participants (Vagle, 2016). It is the opportunity to better understand a unique experience limited to the participants being studied. In the research study, it will give the researcher, who has never been involved with the Gateway Program, the opportunity to vicariously experience it through the encounters of the participants. They will be asked questions that can only be answered by a Gateway student. Utilizing this approach allowed the researcher to capture the essence of how the student experience in the Gateway program may have impacted their confidence about their ability to execute college-related tasks, using the students' own

voices. The researcher aimed to better understand the lived encounters of Gateway program participants, recognizing that each voice is unique and valid.

Participants

Participants were five students (three males, two females) admitted through the Gateway Program during the 2016 – 2017 academic year and successfully released from the program in May of 2017. In addition to being successfully released from the program, students must have met these additional criteria: be at least 18 years old and enrolled as a full-time student in the 2017 – 2018 academic year at Eastern Illinois University. Participants were initially recruited through an interest email sent out by the Office of Minority Affairs. Participants were also asked to recommend other students for potential involvement. Participants were given an informed consent form (Appendix A), where each subject has agreed to terms of the study before beginning interviews. No restrictions were placed on the sample with respect to race and gender identification.

Research Site

This study was conducted at a mid-sized university located in a small rural community in the Midwest. The researcher is familiar with the university having completed an undergraduate degree there. The community has approximately 21,039 residents. The university's total enrollment at the start of the fall 2016 semester stood at 7,415 undergraduate and graduate students. Underrepresented students comprised 34% percent of the university's fall 2016 enrollment. Of the underrepresented students, 16.5% were African-Americans, 6% were Latinx, and 5% were International. In addition, the university student population is composed of approximately 60% females and 40% male. The university established their provisional admission program in 1990. The program

was named the Gateway Program, as it provided an alternate route for students admitted. Annually, the program welcomes 150 students at the start of each academic year. Students are given the tools to assist them to successfully complete the program. This includes but is not limited to: intrusive advising, academic plan, the opportunity to participate in workshops and to move onto campus earlier than regularly admitted students. Students are required to maintain a 2.0 GPA each semester of the academic year. Also, students must agree to not join Greek life or high-demand social activities (Gateway Handbook, 2016).

Instruments

Semi-structure interviews. In addition to the demographic questions meant to gather information about the participants' age, race, class etc., this study utilized one-on-one semi-structured interviews. Six one-on-one interviews were conducted. The participants were students that had successfully completed the requirements for successful release from the Gateway Program during the 2016-2017 academic year. Students were encouraged to describe their personal perceptions and experiences within the Gateway program. Students had the opportunity to discuss their opinions on the intrusive advising style. Students were given the opportunity to express how their self-efficacy has developed from the start of the program to where they currently are in their academic journey. Each student was asked open-ended questions that were designed to elicit information regarding how the program impacted their student experience with a focus on confidence and the drive of self-efficacy. The interviewer asked probing questions when appropriate to get students to further elaborate on vague responses. Each student was asked the same open-ended questions (See Appendix B). Examples of

questions include: Tell me about your experience with the college readiness exam that you took for college admission (ACT/SAT) and what was the experience like for you? How confident are you in your abilities to complete college now that you've had the assistance of the Gateway program? While each student will be asked the same questions, probing questions will also be used in an attempt to have students be as thorough as possible in their explanations.

The researcher as an instrument. Qualitative research is driven by the individual conducting the study. Chenial (2011) demonstrated that bias management and the quality of the instrument, the researcher, and their questions pose a threat to the trustworthiness of the data if these faults are not controlled for. Also making the point, as researchers study things that they are passionate about it is important to ensure that personal experiences and opinions aren't being used to change the students' responses to mimic a hidden agenda. I, as the researcher, have acknowledged that I have the power to influence the data if I do not properly control for my biases.

I also recognize that I am not exempt from exhibiting biases. I recognize that I have biases that can alter the way that I interpreted the data. The Gateway program was a resource that my younger sister benefited from because she was underprepared for college. It is of sentimental value to me that this program provides opportunities to those that faced similar issues as my sister. My interest in this subject developed from wanting to use my privilege to advocate for students that receive a lesser high education in comparison to that of my own. To minimize my bias, each interview was video recorded to have a complete record of the dialogue as it occurred. This allowed me to have ready and repeated access to the interview with the utmost accuracy in terms of what was said

verbally and the nonverbal messages delivered by both the participant and the interviewer such as body language, facial expressions, etc. In addition, I consulted with my thesis advisor during the data analysis process in an attempt to achieve consensus.

Data Collection

Each interview was conducted in the university's student union building. Interviews took place after the fourth week of class after the start of the fall 2017 semester on a rolling basis. This gave students the opportunity to get a sense of what classes are like as the student is no longer adhering to the Gateway guidelines and therefore provide them with some time to gauge if Gateway did or did not prepare them to merge into the general student population. The time of each interview varied as it was based on the availability of the participants, but each interview lasted between 24 minutes to 36 minutes. The researcher provided light refreshments and a comfortable and interview friendly setting. This was done to ensure maximum comfort for the participant to be sure that answers given were as transparent and open as possible. The interviews were conducted using the interview questions suggested in Appendix B. At the time of the interview, the researcher presented the participant with the informed consent (Appendix A) and answered questions for participant clarity before proceeding with interview questions. Each interview was video recorded upon participant approval, to ensure that both verbal and nonverbal cues are accurately interpreted, and stored on the researcher's personal laptop which no one else will have password access to keep strict confidentiality.

Data Analysis

The data was transcribed and submitted to the participants for a member check. This helped to increase the trustworthiness of the data (Krefting, 1991). In addition, immediately after interviewing the researcher wrote down initial impressions from the interview to prevent hindsight from tainting the analysis. Data were thematically analyzed. Using coding as a technique, each interview was read once and scanned for initial coding (Saldana, 2013); this was for the initial analysis of each transcript to have a general idea of interview based on the first overview of the information. Using descriptive coding (Saldana, 2013) themes were compiled to understand any overarching commonalities used to describe the experience as it pertains to the population of Gateway students. Sub-codes were developed for each interview question based on the information provided by the participants. This information demonstrates the Gateway students' academic self-efficacy as it pertains to the program's requirements and goals.

Treatment of Data

Data has been preserved in accordance with IRB standards. Data is stored on the researcher's personal laptop that is secured by a password that only the researcher knows. Data has been shared with the thesis committee advisor. Data, including video recordings of the interviews, interview transcriptions, and coding sheets are stored in a private folder separate from any other information stored on the researcher's personal device. In addition, signed paperwork and demographic inventories are stored in a locked filing cabinet that only the researcher will have access to. Furthermore, participant names have been substituted with selected pseudonyms in order to maintain confidentiality.

Summary

This study used the phenomenological approach to understand how a provisional admission program may impact college-student self-efficacy. Qualitative data was collected from five students who had recently successfully exited the program.

Transcribed interviews were coded, and analyzed within the context of self-efficacy. The following chapter presents the findings from this analysis.

CHAPTER IV

Findings

This chapter details the findings from data obtained from five (5) one-on-one semi-structured interviews conducted with former provisionally admitted students through the Gateway Program. Students were released from the program at the close of the 2016-2017 academic year. The purpose of the study was to determine how participant's college self-efficacy was impacted, if at all, as a result of participation in the program. The interviews were steered to answer the following research questions: How does intrusive advising impact students' college self-efficacy? How does participating in the required EIU 1111 course, campus resources, and other workshops impact students' college self-efficacy? How does non-engagement in Greek life and other activities impact students' college self-efficacy? How does the Gateway Program, in general, impact students' college self-efficacy?

The questions cover Solberg's (1993) college self-efficacy scale, that gauges a student's confidence in completing academic and social tasks in college, as well as questions that cover the various conditional requirements of the program and how each influenced their college experience. Additionally, the questions posed are based on Albert Bandura's (1997) concept of self-efficacy. Self-efficacy belief has been shown by many scholars as a good predictor of future behaviors and whether or not a person feels confident in executing a given task or goal (Lucas, 2012; Niño, Makundu, Barnachea, & Paat, 2014; Pajares, 2002). To identify which areas of college self-efficacy were impacted, college self-efficacy was categorized into two subtypes: social and academic self-efficacy (Solberg, O'Brien, Villareal, Kennel, & Davis, 1993). Solberg, O'Brien,

Villareal, Kennel, and Davis (1993), identified social self-efficacy entails the activities associated with college that aren't academically based. This explores how confident a student is in regard to interacting with peers and participating in extracurricular activities. On the other hand, academic self-efficacy is centralized around the participants' confidence in their ability to be successful in academic tasks such as studying for an exam, making contact with an instructor outside of class, the ability to graduate with a college degree, etc.

In order to be considered a theme, there needed to be a total of at least three (3) occurrences amongst the five (5) participants. The section that follows provides a comprehensive description of each participant at the time of the data collection. The participants in the study were asked a series of questions pertaining to the impact of the Gateway Program on their sense of college self-efficacy. Utilizing Albert Bandura's (1997) conceptualization of self-efficacy and social cognitive theory (Bandura, 1986), the overall goal of the interviews was to better understand how individual elements of the Gateway Program and the program as a whole impacted the participants' self-efficacy and the impact of social influences throughout the duration of their Freshmen year leading into the beginning of their sophomore year.

Participants' Profiles

Abbie. Abbie is a 19-year-old Caucasian female. She was classified as a sophomore from a suburb of a major city in Illinois. She was admitted through the Gateway Program due to a low ACT score. After being released from the program, she had a cumulative G.P.A. of 2.8. Abbie is motivated to complete college because she feels

that she “isn’t done learning” and she has plans to complete graduate school and become a psychologist.

Corey. Corey is a 19-year-old African-American male. He was classified as a sophomore from a major city in Illinois. He was admitted through the program due to a low high school G.P.A. After being released from Gateway, he had a cumulative G.P.A. of 3.0. Corey is a second-generation student who is highly motivated to complete college because he comes from a college educated family.

Delano. Delano is a 19-year-old African-American male. He was classified as a sophomore from a southern city in Illinois. He was admitted through the program because of a low ACT score. After being released from Gateway, he had a cumulative G.P.A. of 3.2. Delano is a first-generation college student who is motivated to complete college by the mentors and support he has been provided through the program.

Dylan. Dylan is a 20-year-old Caucasian male. He was classified as a sophomore from a suburb of a major city in Illinois. He was admitted through Gateway due to having a low G.P.A. After being released from the program, he had a cumulative G.P.A. of 2.7. Dylan is a first-generation student who is motivated to complete college through his love of sports and desire to educate high-school students via coaching sports.

Keisha. Keisha is a 19-year-old African-American female. She was classified as a sophomore from a suburb of a major city in Illinois. She was admitted through the Gateway Program due to a low ACT score. After being released from Gateway, she had a cumulative G.P.A. of 3.4. Keisha is motivated to complete college based on her personal goals, the support and motivation of the mentors she had in high school and those she’s encountered during her time in the program.

Intrusive Advising and its Impact on Students' Self-efficacy

The first research question that was investigated in this study was “How does intrusive advising impact students’ college self-efficacy?” The Gateway Program assigns each student a designated advisor for the duration of the program. Students are given the opportunity to meet with their advisor weekly to help them navigate through college. This differs from average general admit students because they may meet with an advisor once or twice during a semester. Students were asked questions to describe the impact that regular weekly meetings with their designated advisor affected their freshmen year experience. They were asked to give specific examples and encounters with their advisor and to describe in detail how the relationship impacted their college self-efficacy. Three (3) major themes emerged; *Social Capital, Individualized Attention, and Accountability*. From the identified themes, participant experiences had shown instances of Bandura’s sources of self-efficacy.

For this research question that focused heavily on the influence of advisors and the intrusive advising technique (advisors meet weekly with participants) had with the participants, verbal persuasion was identified to the source of self-efficacy that was directly impacted. Bandura’s (1997) self-efficacy, verbal persuasion source pertains to those that directly influence a person, strengthen and building the other’s efficacy enhancing one’s belief in their ability to achieve success in a task or goal. Having a professional resource to affirm positive behaviors and to chastise negative actions played a role in directing participants to efficaciously navigate through their first year of college and into the transition of their second-year experience.

Social Capital. This theme describes the value and impact of the sense of community established amongst all partners of the program, students, staff, and faculty within the Gateway Program. The theme is also relevant to at-risk students developing those campus and community ties to feel as though they have developed social efficacy necessary to matriculate through college. The college self-efficacy component that addresses the social efficacy can be best described through this theme. The relationships developed within the program was a direct correlation to how efficacious a student was in their ability to complete and be released from the Gateway Program. Abbie described her experiences within the Gateway program, and how the program gave her a support system,

I think that they really cared about their students. I would always go in the office and everyone knew my name, I knew everyone's name. I would always say hi, how's your afternoon going? I feel like they were all very tough, very like, this is the way it is, but I feel like they all had a good heart and they cared about the students that were in it and they all wanted them to succeed.

Other participants found that the program provided similar support. Not only were the advisors looked at as the foundation for support, they found that support in other areas of the Gateway Program. Dylan spoke from a networking perspective. He found it important to build connections with his advisor because he knew that in future they could provide assistance beyond the Gateway Program,

I'm a really big believer in it's not all about the grades you get but about the hands you shake. Just meeting an advisor could help you down the road somewhere. But also building a connection with someone that works for a

school, they go through 100's of kids and a lot of them. They have a lot of experience, they've been doing this for a while, so, I would just say get close with your advisor... I didn't think my advisor would have a big impact, but he did. I was kind of surprised.

This sense of community and social support which Abbie and Dylan found in the Gateway Program directly impacted their experiences in the program and equipped them with tools that they found to be useful beyond the classroom. Both Abbie and Dylan found that the community developed during their time in the program helped them to understand that the people in the program had their best interest at heart and that program made them feel as though they were more than a number but an individual.

Accountability. This theme describes how having regular weekly advising meetings with the assigned Gateway advisor impacted students' outlook on personal accountability. Not only were advisors able to hold students accountable, but students were able to hold themselves accountable after being given the tools to be successful. Delano described the relationship built with his advisor and how it kept him on track while he was in the program, and how he was challenged to hold himself accountable for his actions and academics,

Just meeting with her and her being there asking "Did you get this done?" "What do you have coming up?" "What exams do you have to study for?" "What's your grade in that class?" That's another thing, they will give you an update on your grades every week if they have them. If not, they'll try their best to get them for you. Having that constant update on your grades is extremely helpful as well.

While students were able to be held accountable through the weekly meetings, other students touched on how there were reality checks for negative behaviors. Corey talks about the impacts of neglecting responsibilities and how the advisor would hold them accountable,

I feel like, as bad as I didn't want to go to meetings all the time, I think it was every Tuesday at 1:00. I think it was the best thing for me. You got to sit there with your advisor, she'd ask you how your week was going and you'd tell her. She would just keep tabs on how your grades were every week. You might have [forgotten] (sic) how your grades were last week and maybe you might have slipped up. And she's like your grades dropped a little bit...

All participants identified the intrusive advising component of the Gateway Program to be one of the most useful resources provided. Participants found that meeting with someone on a regular basis helped them to be held accountable. Participants would share their weekly progress, both failures, and successes, with their advisor. In doing this, there was the opportunity for the advisor to conduct follow-up with the student and encourage students to continue behaviors that have been proven to be successful (going to the library, visiting the writing center, and attending office hours with their professors) and try to discourage negative behaviors (skipping class, not studying, etc.). Students found it supportive to have a professional be genuinely invested in their learning outcomes. Being directed to the right resources when necessary helped students to better navigate their college experience and be successful in standing alone after exiting the program.

Individualized attention. This theme refers to the benefit of having a full-time academic advisor dedicated to a smaller load of students. Gateway advisors dedicate their time and attention directly to their advisees in comparison to part-time advisors that usually split their time between teaching and advising. Delano describe the impact that this attention made during their first-year Gateway experience,

I feel like it's [intrusive advising] extremely helpful, especially to freshmen.

Having that one-on-one with your advisors that you're not going to get after you get out of the program, even after you attend another college, having a one-on-one with your advisor and being able to register for classes earlier than normal (regular admit) students would be able to, it's very beneficial.

Additionally, Dylan explains how having an advisor was able to help make corrective changes to habits developed in high school. Given the expectation that high school would prepare students for college, (Barton & Coley, 2011), Dylan's expected his high school behaviors to be acceptable in college. Being given the undivided attention was much appreciated and allowed the advisors to better know and address the needs of each of their student to be sooner, rather than later,

Coming to college, I feel like my high school... that [my high school] kind of screws people over. Because you come to high school and I didn't know what to expect on a test and I got 30% and I was like, what? Wait. Why didn't I get a 50[percent]? Like what the heck? Then them doing this, taking the time to... meeting with us all the time, I don't know. I would recommend Gateway for everyone. I don't care if you're in the honor's college. I just think it's nice to have an advisor one-on-one. If you are struggling, you have to have study hours.

It just makes sense to me. But I understand if you can't do that for every single kid.

This again is another contribution of the intrusive advising component of the Gateway Program.

Course, Workshop, and Resource Participation and its Impact on Students' Self-Efficacy

Gateway students are required to enroll in the EIU 1111 course and attend select workshops to satisfy their program prerequisites to be successfully released from the program. The EIU 1111 course, also known as University Foundations, is a course available at the institution for students that identify as first-year students based on a credit requirement. This course helps to familiarize students with university resources, traditions, policies, etc. (EIU University Catalog, 2012). Students were asked to describe the impact that participating in the EIU 1111 course and other workshops had on their Gateway experience.

Bandura's (1997) self-efficacy, vicarious experience, best describes the source of efficacy impacted. This source indicates a boost in a student's confidence to complete a given task knowing that others have done so in the past. Students were given individualized attention from a professional, skilled and partnered with the Gateway Program, which helped to increase the participant's academic self-efficacy. Knowing that each advisor or workshop host was skilled with numerous years of service in their field, working with students that have successfully completed the program and its requirements, successfully releasing students from the Gateway Program, they provide the foundation for students to begin to believe their ability to be successful. Each advisor

being fully experienced in aiding students successfully complete the program annually, they provide all the vicarious experiences possible as they are familiar with the many different trying experiences past students have had within the Gateway Program.

Participants were asked to describe in detail how participating in EIU 1111 course and other workshops developed them as students. Resourcefulness was the major theme identified from their encounters.

Resourceful. This theme refers to the participants finding the additional resources as useful and influential. Of the participants studied, it was found that resourceful was a common theme. Participants found that being given these resources impacted their efficacy. For example, Dylan described a positive impression of a workshop he attended,

When they brought in that speaker, I don't know her name, but she's a doctor now. That was pretty cool. I don't know what she does or I don't know what her name is, I don't remember any of that. It was just nice seeing someone that was older and successful that's been through Gateway to show that... Because I feel like Gateway is a bad stereotype. If you're like, oh, I'm in Gateway, people are going to be like, oh, you're dumb, something like that. But if you see someone successful at a workshop they made us go to, it's just nice. That's probably the most positive experience for me.

Keisha shared her encounters with her advisor and how she was an instrumental part of directing her to other resources on campus. In a specific instance, she talked about how she struggled with her writing skills in her transition from high school to college and how

her advisor directed her to the appropriate resources and how she took advantage of the opportunity,

But when my advisor told me, go to the Writing Center, I went to the Writing Center about fifty times in my freshmen year. I went there [the writing center] about fifty times and it was beneficial because they were helping me. She was seeing the change in my writing format. So, that's very positive within Gateway. Gateway [advising] leads you into different networking [and] different resources that [are] on campus. So, that's positive.

Abbie also identified this element of the Gateway Program as resourceful for her. She felt that [GST 1000] helped to prepare her for the departure from the program,

The workshops are pretty helpful, too. It was like time management and there was one about our resume. That one Gateway class that we had to take, GST, I took it last semester. It was half a semester and you went to it once a week. I had it every Monday at 1:00 and that class was pretty helpful. That's where we had the resume and we went over goal setting. That stuff was helpful. I think it improved my year, like, my whole thinking strategy this year.

Participants collectively found the workshops and the required course to be helpful. One participant specifically talked about the experience that impacted him in the Gateway Program that detailed a workshop experience. This is directly connected to the vicarious experience source of self-efficacy. Having an alumna of the program who had become a successful doctor had given him the confidence that he could do anything he wanted to without anything holding him back. Similarly, Keisha noticed small changes in her writing abilities which encouraged her to continue to use her resources, knowing that the

possibility of her becoming a strong writer was very strong based on her experience.

This is a good representation of verbal persuasion. Keisha was given positive feedback from a source and in order to increase the response, she continued utilizing the resource as she realized it was making her a stronger student.

Limited Social Activities and its Impact on Students' College Self-Efficacy

Students were asked to describe the impact that the restriction associated with the Gateway Program had on their first-year experience. They were asked to describe in detail how refraining from joining social fraternities and sororities, modeling and/or dance teams developed them as students. Two (2) major themes were identified from their encounters; *Focus* and *Preparation for College Life Beyond Gateway*

Focus. This theme refers to how the participants were able to center their attention towards their academics, with the limitations of the program, participants were encouraged to develop strong educational foundations. Of the participants studied, the majority attributed their success in the Gateway Program to the restrictions and limitations that are attached to the program. In the case of Abbie, she found the restrictions to be the reasoning for her developing her personal character,

I feel like if the restriction to not join sororities if I didn't have it, I probably would've. Because everyone that I was meeting, the girls that I had met were all joining sororities. If I would have done it, I feel like I would have been so focused on that. My grades would have dropped, I wouldn't have been so caring about school. Also with Gateway, if we get in trouble with anything, that's an automatic "you're out." I think I was a lot more conscious of where I went, who I hung out with, I feel like Gateway helped with that, too. And I wanted to get out

of it, not that there's anything wrong with Gateway but I didn't want to be in it anymore. I wanted to graduate from it. I feel like I worked harder to get out of it. Abbie felt as though the restrictions created an opportunity for her to achieve something. In the course of her challenging herself to complete the program, she developed boundaries and standards to follow her throughout her college career. Additionally, in the case of Keisha, having the restrictions gave her the opportunity to observe before getting involved,

Yes, because within college you didn't know the balance of time-management or are you just going to shoot out and participate in everything but you don't know how professors are, you don't know how things are. You don't know how activities are so you don't have the time to know that oh, this time is going to be longer than what it's supposed to be. What are their backgrounds with academics? What is their main focus within students on campus? I just think that it was very beneficial.

Keisha understood that involvement entailed much more than just rushing in and signing up for things. She understood that there were other factors that played into student leadership. One must understand and master time-management, understanding the academic commitment, and choosing activities that complimented her daily activity.

Preparation for College Life Beyond Gateway. This theme refers to the participants feeling as though the program helped to give them the tools that they needed to be successful as students outside of the Gateway program. Participants found that the restrictions set by the Gateway Program prepared them for involvement after being successfully released from the program. In Dylan's case, he found that the Gateway

Program laid the foundation for the importance of academics during his time in the program,

I work, I was in student government last year. I work for the football team now.

I'm in a fraternity, I feel like I do a lot. As long as my grades don't suffer, I don't see a problem. I think I'll be okay... The classes I have now, I really enjoy. I think I'll be good. I thought football would be a problem because it is 20 hours a week but I feel like I've done a good job so far.

Being held accountable for a set G.P.A. during his time in the Gateway Program established a norm that academics come first, other activities are fixed around that, knowing that academics carry the highest priority. Likewise, Corey found that the restrictions of the Gateway Program had a similar impact,

maybe the restrictions on the things you couldn't do, Greek Life and the modeling/whatever. It just had a big impact. Coming in, I was thinking about Greek Life but now I can't say I really feel about it now. I'm just so focused on school. School is the number one thing right now.

Corey found that creating an environment where the focus is centered on academic success was the root purpose of being in college. He was able to shift his focus from the social aspect of campus and care more about his academics. This is an indication of Bandura's (1997) enactive mastery source of self-efficacy. Doing things and pushing their abilities helped the participants to understand how the restrictions were designed to help the students become successful. For some participants, after exiting the Gateway Program and choosing to become involved in things in addition to being a student, it was easy for them to understand why those parameters were set.

The Gateway Program's General Impact on its Students' Self-Efficacy

Students were asked to describe the impact that participating in the Gateway Program, in general, had on their first-year experience. They described how participating in the program developed them as students. Four (4) major themes were identified from their encounters: *Accountability*, *Motivation*, *Social Self-Efficacy*, and *Academic Self-Efficacy*.

Accountability. Of the participants studied, all of them identified this theme within their interviews. This theme is in reference to the Gateway Program providing the means to hold participants responsible for their own experience within their first-year. In the case of Dylan, he explains how his own experience contrasted from those of his peers,

I didn't mind Gateway. A lot of people, a lot of my buddies and stuff, they said it sucked having to go to meetings but a lot of them aren't here right now. They got kicked out. I thought it was a good idea. Gateway: 1, it brings enrollment to Eastern, which we need, and it also helps kids. I think a lot of kids, people hold their hands through high school and when they get to college, it's just like you can literally do whatever you want. No one's going to babysit you. Gateway's kind of preparing you to be on your own. That's why I liked it.

Similarly, Keisha, she credits the program for keeping her on task,

Gateway is a good program, if you are in it, it will not knock you down, it will help you succeed in college, keep you on task. If you do get bad grades, you'll get on probation, but they still help you with study hall and other things of that sort. I know they kind of changed things this year, but other than that, they still work with the kids to make sure they're successful.

Motivation. The theme motivation recognizes the push that the program provided the participants with either connected to an advisor or to achieving the goal of being released from the program. For Corey, he found that external factors motivated him to set high standards,

I don't see myself settling. I feel like it can do better than that! I don't want to see myself not... if I get under a 3.0, I'd be a little disappointed in myself. I don't know why, but coming from high school to here, I don't know why but it just feels like you don't want to see your parents waste money and you have to go back home. That's an embarrassment in my eyes, to go back home. That's not even an option.

In Abbie's case, she found it important to appreciate the opportunity to be at the institution, recognizing that it was an opportunity afforded to her being a Gateway student,

I think seeing around me, how people came to college, it wasn't their main priority. People would blow off the classes, their advisors, they would sit in the back of class and talk or sleep, and that is so wrong to me. It's like you're paying to be here and the university gave you a chance to be here. I didn't want to do that, I wanted to succeed and move forward.

Social Self-Efficacy. Each participant attributed the Gateway Program to their social self-efficacy development. Social self-efficacy is derived from Solberg's College Self-Efficacy Inventory. Participants were asked questions that pertained to their social behaviors based on the College Self-Efficacy Inventory (Solberg, O'Brien, Villareal, Kennel, & Davis 1993). In this case, students were asked questions about how the

Gateway Program enhanced their confidence in conducting basic social tasks. The participants detailed how they developed socially within their first-year experience. In the case of Keisha, she detailed how creating a network within the Gateway Program enhanced her experience as well as her social self-efficacy,

My experience in the Gateway Program, I met a couple of friends in Gateway. I felt that since Gateway is not just with academics. It's about family and making friends. When you come to college, you isolate yourself for 2 weeks because you don't know anybody. Coming to college you don't trust anybody, you don't know who to trust or who to talk to when you're starting college. If you came by yourself and you didn't know any friends who came, you have to make that adjustment. In Gateway, since you all were in one program, Y'all knew how to talk. Hey, I need help. Hey, do you know this? Gateway is like a connection, bringing students together within academics and personally, and socially too.

On the other hand, Abbie was able to better assess the social connections she developed during her time in the Gateway Program,

I think just learning who I was, figuring out who I wanted to be, what I deemed appropriate, what I deemed not appropriate, who I wanted to be friends with, and also time management. In high school, I never studied. It was very rare that I studied for a test, it was very rare that I even did homework, and it's not like that at college. I feel that it was the time management. Meeting a bunch of new people taught me who I like and who I want to be around. I think it was finding out who I wanted to be and going forward with that was a big challenge.

This is a cross of a focus on social and academic self-efficacy. Being given such strict guidelines for program eligibility pushed Abbie to be more cautious of the relationships that she fostered as well as being more aware of the behaviors executed to ensure that she is creating the environment for academic success by her social selections.

Academic Self-Efficacy. Each participant attributed their academic self-efficacy development to the Gateway Program. Academic self-efficacy is derived from Solberg's College Self-Efficacy Inventory. Participants were asked questions that pertained to their academic behaviors based on the College Self-Efficacy Inventory (Solberg, O'Brien, Villareal, Kennel, & Davis, 1993). In this case, students were asked questions that talked about how the Gateway Program enhanced their confidence in conducting basic academic tasks. The participants detailed how they developed socially within their first-year experience. In the case of Delano, he detailed how creating a standard within the Gateway Program prepared him for his experience beyond being a Gateway student,

I'm extremely confident now. With the Gateway Program, I got my GPA to where I can participate in other activities and not have to struggle to where I have to focus on one thing and not focus on my academics. With the Gateway Program, there were thousands of other prior engagements that we had to tend to but still, we had to make sure at the end of the day our GPA was above a 2.0 or 2.5.

Similarly, Corey details a similar experience. He attributes his academic success to the source of self-efficacy (Bandura, 1997) identified as Physiological and Affective states. This source of self-efficacy refers to are the physical and emotional states that can alter one's confidence to be successful within a task,

I think now that I had a good school year and a 3.0 overall, I don't want to see it any lower than that. It's like you got there, so why not stay there, type of thing. I don't know, it just makes you want to do better. Like, maybe the school might have made a mistake putting you in Gateway. Maybe, you could have [come] in as a regular student, either way, instead of being admitted as a Gateway student, type of thing.

Corey developed a positive affective state while in Gateway. It gave him the confidence that he could compete with students in the general student population. Completing the program with a high cumulative G.P.A. set a precedent for the rest of his college career. Being released from the program, with a successful track record gave him the confidence to know that he can graduate from college, despite what he may have believed prior to arriving on campus.

Summary of Findings

This study investigated the impact that individual components of and the Gateway Program as an entity, impacted participants' college self-efficacy. The results were derived from five one-on-one semi-structured interviews with the participants. After analysis, ten (10) major themes surfaced from the research questions as they related to college self-efficacy development within the Gateway Program. Participants felt that they were best influenced to feel confident and reassured in their abilities from the intrusive advising style and the individualized attention given by the program advisor. Though participants experienced some challenges, they attributed their success to the program resources. Students believed they helped them overcome their obstacles. The next chapter presents the discussion, implications, recommendations and conclusion.

CHAPTER V

Discussion, Recommendations, and Conclusion

The purpose of this qualitative study was to explore a provisional admission program at a rural mid-sized institution and its influence on students' college self-efficacy, both academic and social. To be eligible for participation in this study, the student had to have been admitted into the institution through the Gateway Program. Further, the student must have been successfully released from the program into their sophomore year. Participants were asked questions about their Gateway experience and how it impacted their college self-efficacy. This chapter provides a reflection on the findings and how they compare to previous research. In addition, this chapter provides recommendations for educators and student affairs professionals and possible future research. Limitations of the study are also presented.

Discussion

As the number of students who are underprepared for college increases across higher education institutions around the nation, many institutions have adapted provisional programming to help support a population of students that are most at risk. The Gateway Program at Eastern Illinois University, continues to serve the general purpose of a provisional program; to expand the student population to include students that were underprepared for college while providing them access to the necessary tools to compete with their regularly admitted peers after their completion of program requirements (Bennett, Wesley, & Dana, 1999). Annually, 150 students are accepted into the institution through this program. Students come into the program with guidelines designed to help them reach success during their first-year at the institution. Those

guidelines include assignment to an academic advisor, required courses, and activity restrictions. Once students have completed the requirements of the program, they are successfully released from the program and are classified as students in the general population.

A qualitative examination exploring how the program may impact students' success by increasing their college self-efficacy may provide valuable insight, as part of a broader program evaluation model. This study applied Bandura's self-efficacy theory to explain the program's impact. Self-efficacy refers to the confidence in one's capabilities to organize and execute the courses of action required to successfully complete a desired task (Bandura, 1997). This is a good predictor of behavior. Therefore, recognizing how the program might impact participants' self-efficacy will shed light on how the program can become more effective. Four sources of self-efficacy have been described.

This study revealed six major findings regarding participants' college self-efficacy beliefs from their experiences within Gateway. Generally, the results suggest that students that have been successfully released from the Gateway Program have enhanced their efficacy in academic and social college tasks. Specifically, participants credited their increase in college self-efficacy to the intrusive advising style, the restrictions, and structure of the program, as well as the resources provided to them via their advisor or from the Gateway Program in general. Additionally, the study provides some evidence of how these impact may have occurred through Bandura's (1997) sources of self-efficacy. Students' college self-efficacy information were derived from all sources (enactive mastery, vicarious experience, verbal persuasion, and physiological and emotional states). Enactive mastery was identified in participants' involvement with

campus resources such as EIU 1111, workshops, etc. and through the program restrictions. Verbal persuasion and physiological and emotional states were impacted through intrusive advising and the general components of the Gateway Program such as the mandatory workshops, and extra-curricular activity restrictions.

The Gateway Program's General Impact on Students' College Self-Efficacy.

One of the major questions explored in this study was, how the Gateway Program, as a whole, impact students' college self-efficacy? According to Gateway, the intended function of the program seeks “to provide students with a personalized academic plan and individualized attention during their first year at Eastern. We truly believe students who may not have the standard academic credentials can find a pathway to success” (EIU Gateway, para. 2). Analysis of participants' narratives revealed, that the program overall made them feel more confident in completing college tasks such as reaching out to a professor, studying for an exam, making friends inside and outside of the classroom, and their overall ability to complete college. All participants reported being more confident in themselves as a college student. Figure 5.1 illustrates how this impact could work within social cognitive theory. Gateway through its programming creates an environment which impacts students college self-efficacy (personal factor), which then impacts students' academic behavior. As students reap the benefits of positive academic behavior, their self-efficacy is impacted.

Per previous research, (Barrat, 2011; National Center for Fair & Open Testing, 1992; ACT 1997; ACT, 2012; Dinecola, Ball, & Maberry, 2015), underprepared students have traditionally been a part of minority groups, low-socioeconomic status, and first-generation college students. However, every participant studied had completed the

requirements of the Gateway Program and had successfully moved into their sophomore year. This is in line with the research that found 70% of provisional admit students are successfully retained and enroll in their second-year of college (Clinedinst, 2013).

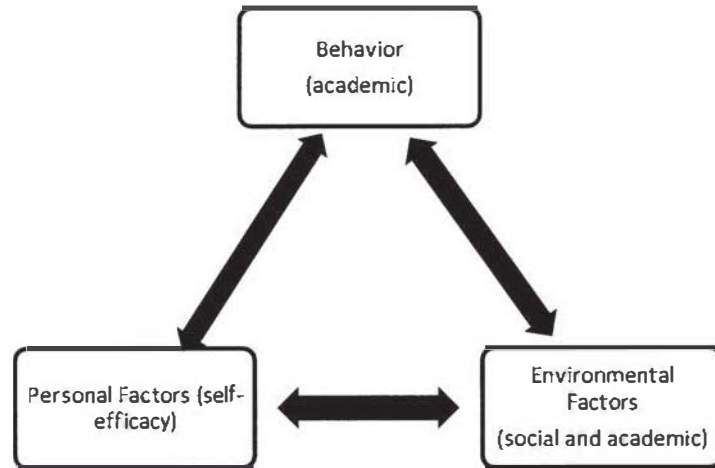


Figure 5.1. Conceptual model of Bandura's triadic reciprocal causation showing influence of the Gateway program.

Intrusive Advising and its Impact on Students' College Self-efficacy. The most significant pillar of the Gateway Program may be the intrusive advising opportunity given to students. The Gateway Program pairs students with an advisor at the start of the academic year that meets with the student on a weekly basis for the duration of their first-year. These advisors establish relationships with the students and are there as a support system for academic, social, and personal matters. Participants were appreciative of the opportunity given to them as Gateway students to have an advisor that was fully invested in their academic success. All five (5) participants attributed their academic successes to the relationship that they built with the academic advisor they were assigned at the start of their Gateway experience. This corresponds well with similar studies conducted about the program

(Bell, 2014; Harris, 2007) in which intrusive advising was credited largely for its success. In these studies, the researchers sought to understand which resources aided in creating a successful completion of the program requirements. Intrusive advising was found to enhance students' self-efficacy. Of the sources, verbal persuasion and physiological and emotional states were influenced.

Social capital was the best representation of the general theme associated with the participants' perspective on the intrusive advising provided to Gateway students. Participants valued the relationships they were able to build with their advisor. This gave them a support system on campus instead of strictly relying on those back in their hometown to support them through experience. This was especially notable for the four (4) participants that self-identified as first-generation students. Holland (2014), described social capital as being either weak or strong. Areas of social capital can be fulfilling in some areas and weak in others. For instance, in the case of the first-generation participants, they suffered from weak social capital because their network lacks the resources and knowledge necessary to navigate the collegiate experience. However, where they lacked the familial support, the role of the Gateway advisor supplemented that void for them.

Establishing positive advisor and advisee relationships are instrumental in creating a learning environment for student success (Petress, 2000). Gateway participants were able to embrace the advising relationship not only because of the weekly meetings but also because there was a mutual investment in the relationships. Participants were open and vulnerable to the advisor sharing where they were having struggles trusting that they would be pushed in the right direction. The advisors would

connect participants with the necessary resources such as the writing center, the professor's office hours, study tables, workshops, etc.

The study also revealed that building relationships have been shown to be one of the greatest sources for self-efficacy development (Petress, 2000; Woods, Richard, Park, Tandberg, Hu, & Jones, 2017). This is the best representation of Bandura's verbal persuasion source of self-efficacy. Students sought counsel from their advisor when they felt discouraged. Participants detailed encounters where they failed exams and were able to resolve the issue simply by confiding in their advisor. Words of encouragement from advisors were one way in which the program impacted students' self-efficacy through verbal persuasion. This source of efficacy pertains to the external influences that are in the student's social capital network. External influences such as an advisor or a professor have the power to impact the way that a student sees themselves as they truly value their opinion. The impact that is made by individuals in a student's social capital network alone is able to increase how efficacious one may feel. If being repeatedly reminded that the individual can succeed, the individual is likely to enhance their own perception of the power they hold.

Intrusive advising also impacted students' college self-efficacy through Bandura's (1997) physiological and affective states. Participants described how some of their experiences gave them emotional responses. For instance, failing an exam, being told their writing skills weren't at the collegiate standard, losing friends, etc., resulted in elevated stress levels which impacted them emotionally. However, they were able to rectify the issue being able to share their troubles with their advisor by being directed to

the proper resources. Thus, allowing their emotional state to be altered, helping them to take control back over the situation feeling successful.

Course, Workshop, and Resource Participation and its Impact on Students' Self-Efficacy. Details participants' general perspective of the EIU 1111 course, campus resources, and other workshops. They collectively found participation in the campus resources, mandatory workshops, and the EIU 1111 course to be useful.

This captures the essence of Bandura's (1997) vicarious experience and enactive mastery sources of self-efficacy. Vicarious experience refers to one's belief that they can successfully complete a task based on the success of those in their social network. This was particularly effective when workshop facilitators shared personal stories and how they overcame obstacles faced while in the program and beyond. In reference to enactive mastery, students found participating in the EIU 1111 course to be a contributor to this source of efficacy. Students were encouraged to prepare for their futures and to create the experience they wanted. This experience challenged them to be intentional and to be successful in all that they set out to accomplish in and out of the program.

Limited Social Activities and its Impact on Students' College Self-Efficacy. Program requirements are that students must agree to refrain from participating in high-demand social activities such as Greek life, dance and modeling teams. This was a direct connection to Bandura's (1997) enactive mastery source of self-efficacy. Students were able to master their academic coursework by dedicating their focus to their academic load. Learning the demands of their academic courses, they were able to better understand the importance of time management. Being given the social restrictions,

students were allowed to better understand their academic commitment before extending themselves into other things that would consume their time.

Similarly, students were able to understand the central focus of being enrolled in college. Students were given a strict focus on academics. This meant limiting their social activities on campus so that students would spend more time centering their focus on their studies. High-demand activities have been identified and students didn't have to worry about the demands of strenuous social extra-curricular activities. Students didn't feel like their participation in the Gateway Program limited their first-year experiences. They felt as though they were saved from committing to something that would hinder their studies or there was something to look forward to after being released from the program.

Limitations

Five (5) limitations were identified in this study, all having had the potential to impact the validity of the research results. The first limitation was that the students interviewed don't reflect the experiences of all men or women in the program, additionally, no single participant represents the experiences of others in the program with similar demographic traits. This, in turn, impacts the transferability of information.

Data may not be transferable to the other students recently released from the Gateway Program nor the most recent group of incoming freshmen. However, Taylor, Bogdan, and DeVault (2015) say that the purpose of qualitative research is centered around finding the meaning that participants associate with the things in their personal lives. I wanted to get the best-detailed encounter of the experience only of the

participants examined. This is not a generalized summation of all released Gateway Program students.

Similarly, this research may not be nontransferable to other colleges or universities that host provisional admission programs. This is important to note. Every provisional admit program has its own unique structure and requirements. However, the information alone is able to enhance the program that is studied. This, in turn, can have the potential to cause for change at other institutions if the Gateway Program is able to perfect its own program and other institution may seek out assistance for best practices. The adjustments for this program may not be in the best interest based on the structure of other programs with similar goals.

The sample size was small in comparison to the 150 admitted through the Gateway Program annually. Initially, the study was expected to have six participants with an additional student to complete a mock interview with, however, recruiting participants seemed to be more difficult than expected. Participants were selected based on a convenience sample. This method of sampling is based on the selection of participants focused on the availability of participants and the ease of access (Hesse-Biber & Leavy, 2006). This was something that the researcher tried to control for by contacting every released Gateway Program student that she was given the contact information from the Director of the Office of Minority Affairs, to reach as many students as possible. However, the response rate to the email outreach was extremely low. Due to the fact that was the only obtainable contact info, the sample then became a snowball sample. Participants were asked for contact information of other students

released Gateway Program and Gateway advisors were asked to recommend students that were successful in the program.

Additionally, qualitative research has its limitations. There is no ability to make the data collected generable. In the case of quantitative research, data is stronger in the number of participants. This then challenges the validity of the qualitative research. Because the nature of qualitative research, it makes it difficult for the study to be replicated for reliability check by other researchers. In the case of this study, things changed from the start of the research that altered the initial methodology and the number of participants was even impacted. Also, qualitative research can be subjective. While there are limitations identified, delimitations are created to be sure to achieve research objectivity.

Recommendations for Future Research

The Gateway Program has been structured to include intrusive advising and contractual restrictions and requirements for students in their first-year experience. In this study, all participants found it beneficial to have this kind of structure. At the start of the 2017 – 2018 academic year, there was a pilot program to provide intrusive advisors for all first-year students. The recommendations below provide suggestions for further research based on the findings of this study

1. A qualitative or mixed-methods study on first-year students and their experience having an intrusive advising component added to their experience and how it impacts their social capital and their sources of self-efficacy.
2. A qualitative study conducted with students and their experiences having a regular academic advisor and how it impacts their self-efficacy.

3. A qualitative study conducted on first-year students that are involved in high-demand social extracurricular activities such as social sororities/fraternities, dance teams, campus athletics, etc. and how it impacts their focus and their self-efficacy.
4. A compilation of the Gateway Program since its inception and an overview of the program' retention and successful degree completion.

Recommendations for College Student Affairs Professionals

Based on the research outcomes, the following recommendations are offered to college student affairs professionals:

1. *Be intrusive with positive intentions.* Student affairs professionals should aim to know their students beyond generic encounters. Investing in the student's collegiate experience enhances their efficacy in ways that are beneficial both inside and outside of the classroom. Establishing connections with the students will introduce you to the student's strengths and weaknesses. You can provide support that will impact their verbal persuasion, vicarious experience, and physiological and emotional state sources of self-efficacy.
2. *Be aware of the program structure and the goals.* Being well-versed in the provisional program structure and goals, you send a message to the student that their role at the institution is just as important as a student that was regularly admitted. The student affairs professional can work in conjunction with the advisors. Readily having knowledge about the program and tools and resources shows that there is an intrusive investment in the student's experience.

3. *Meet the student where they are.* Being enrolled in a provisional admission program means that the student isn't academically prepared for college; however, that doesn't mean that they don't have the capacity to be prepared while in the program. By being a support system and encouraging them from their point of growth enhances a student's self-efficacy. Having a student affairs professional that stayed up to date with their studies and their extra-curricular activities was instrumental in helping them through their first year in college.
4. *Promote staff's view of self as part of student's social capital.* Social capital can be more valuable than many think. Students enhance the social network of students affairs professionals just as much as we contribute to their social networks. Students need professionals to assist them in their journey through college. This is how students develop a sense of belonging. This is what helps to foster retention which is especially important for students classified as "at-risk". Aim to create close-knit communities where students feel supported. Partnerships should be developed campus-wide so that students know their support expands beyond the program.
5. *Set up systems to hold students accountable.* To do this, those who contribute to the social network of students must be knowledgeable of the things going on in a student's academic life and hold them responsible to honoring their commitments both academic and social centered.
6. *Provide repeated reminders that students' central focus should be on academics.* High-demand activities should be identified and students must be informed about the social demands of strenuous social extra-curricular activities and how they

may impact their performance. While students should not be deterred from getting involved, they should properly plan for the commitment.

7. *Teach specific and appropriate time management strategies.* Students must better understand their academic commitment before extending themselves into other things that would consume their time. Time management exercises can help this process along.
8. *Offer students continued opportunity for intrusive advising or mentoring relationship post successful exit.* Previous study by Bell (2014) found that students utilized relationships with other figures on campus to mimic the advisor relationship outside of the Gateway program. These included resident assistants, professors, friends, or returning to former Gateway advisors. This can be an important component towards increasing Gateway students' matriculation through graduation.

Conclusion

This qualitative study was purposed to better understand the impact that intrusive advising and the program structure had on students' college self-efficacy. This study examined the role the program had on students confidence in their ability to be successful while providing them the environment and tools to be successful. The findings indicated that students benefited from having an advisor assigned to assist them during their time in the Gateway Program. All sources of efficacy (Bandura, 1997) were impacted by the program. Students benefited from an enhanced sense of confidence through enactive mastery, verbal persuasion, vicarious experiences, and physiological and emotional states. During their first year, experience, students were prepared to stand alone from the

program after being successfully released. Students feel as though they were given the tools necessary to increase their efficacy to complete college. While students attributed their success in the program to the intrusive advising, they felt as though they would be able to enhance their sense of efficacy with the skills they were taught and the skills they will continue to gain while matriculating through college. In the future, to enhance the number of participants, one should consider a mixed methods study to capture the thoughts of more student in the program; however, including a narrative component would allow the researcher to better understand the individual experiences in further detail.

References

- ACT. (2012). ACT Profile Report: National. *The ACT*. Retrieved from <http://forms.act.org/newsroom/data/2012/pdf/profile/National2012.pdf>
- ACT. (2016). The condition of college and career readiness 2016. *National ACT*. Retrieved from http://www.act.org/content/dam/act/unsecured/documents/CCCR_National_2016.pdf
- Alliance for Excellent Education. (2011). Saving now and saving later: How high school reform can reduce the nation's wasted remediation dollars. *Issue Brief*, 1 – 10.
- Alvarez, A. (1995). *Perceptions of fraudulence, counseling self-efficacy, and satisfaction with work*. (Doctoral dissertation). Retrieved from Albany State University, New York, NY.
- Astin, A.W. (1993). How are students affected? (Cover story). *Change*, 25(2), 44.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.
- Barratt, W. (2011). *Social class on campus: Theories and manifestations*. Sterling, VA: Stylus.
- Barton, P. E. & Coley, R. J. (2011). The mission of the high school: A new consensus of the purposes of public education? *Educational Testing Service*.
- Beattie, S., Woodman, T., Fakehy, M., & Dempsey, C. (2016). The role of performance feedback on the self-efficacy–performance relationship. *Sport, Exercise, and Performance Psychology*, 5(1), 1 – 13. doi:10.1037/spy0000051

- Becker, H. S. (1963). *Outsiders: Studies in the sociology of deviance*. New York, NY: Macmillan.
- Bell, A. R. (2014). Significance of Gateway requirements to student success: A mixed methods approach. *Masters Theses*. Retrieved from Eastern Illinois University.
- Bers, T.H., & Smith, K.E. (1991). Persistence of community college students: The influence of student intent and academic and social integration. *Research in Higher Education*, 32(5), 539 – 556.
- Bettinger, E. P. & Long, B. T. (2006). Addressing the needs of underprepared students in higher education: Does college remediation work? *The Journal of Human Resources* 44(3), 736 – 771.
- Carey, J., Brigman, G., Webb, L., Villares, E., & Harrington, K. (2014). Development of an instrument to measure student use of academic success skills: An exploratory factor analysis. *Measurement & Evaluation in Counseling & Development*, 47(3), 171 – 180. Retrieved from EBSCOhost.
- Chen, X. (2016). Remedial coursetaking at U.S. public 2- and 4-year institutions: Scope, experiences, and outcomes (NCES 2016-405). *U.S. Department of Education*. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.
- Chenail, R. J. (2011). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *The Qualitative Report*, 16(1), 255 – 262.

- City of Charleston. 2000. Demographic data. *Charleston, Illinois*. Retrieved from http://www.charlestonillinois.org/index.asp?SEC=6F208E00-3AEB-4137-BD15-8B1068A18427&Type=B_BASIC.
- Claggett, C.A. (1996). Correlates of success in the community college: Using research to inform campus retention efforts. *Journal of Applied Research in the Community College*, 4(1), 49 – 68.
- College Board. (2017). College education linked to higher pay, job security, healthier behaviors and more civic involvement: New College Board report.
- Cross, K. P. (1976). *Accent on learning*. San Francisco: Jossey-Bass.
- Dickenson, R., C. (2004). Collision course: Rising college costs threaten America's future and require shared solutions. *Lumina Foundation for Education*.
- Dinecola, C. M., Ball, A., & Maberry, S. (2015). School social work and college readiness: Examining school-level factors related to American College Test scores. *School Social Work Journal*, 39(2).
- Eastern Illinois University. (2016). MyEIU. Retrieved via <https://www.eiu.edu/myeiu/>
- Eastern Illinois University. (2016). Student Demographics. *Institutional Research*. Retrieved via https://www.eiu.edu/ir/student_demographics.php
- Eastern Illinois University. (2016). Gateway. Retrieved via <https://www.eiu.edu/gateway/>.
- Fauria, R. M. & Zellner, L. J. (2015). College students speak success. *Journal of Adult Development*, 22(2), 90 – 99. Retrieved from EBSCOhost.
- Gateway (n.d.). In *Cambridge Dictionary* online. Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/gateway>.

- Gateway Handbook. (2016). Eastern Illinois University. Retrieved from http://www.eiu.edu/gateway/2016_Gateway_Handbook.pdf
- Harris, M. (2007). "Gateway Program: Perceptions of the second-year student". *Masters Theses*. 123. Retrieved from <http://thekeep.eiu.edu/theses/123>
- Holland, N. E. (2010). Postsecondary education preparation of traditionally underrepresented college students: A social capital perspective. *Journal of Diversity in Higher Education*, 3(2), 111 – 125.
- Hoyt, J. E. (1999). Remedial education and student attrition. *Community College Review*, 27(2), 51 – 72.
- Jain, R., Chaudhary, B., & Jain, N. (2016). Impact of mentoring on academic performance & career self-efficacy of business students. *Indian Journal of Industrial Relations*, 51(4), 684 – 693.
- Jimenez, L., Sargrad, S., Morales, J., Thompson, M. (2016). Remedial education: The cost of catching up. Washington, DC: Center for American Progress.
- Krefting, L. (1991) Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy* 45(3), 214 – 222.
- Lee, P. C., & Mao, Z. (2016). The relation among self-efficacy, learning approaches, and academic performance: an exploratory study. *Journal of Teaching in Travel & Tourism*, 16(3), 178-194. doi:10.1080/15313220.2015.1136581
- Long, B. T. & Riley, E. (2007). Financial aid: A broken bridge to college access? *Harvard Educational Review*, 77(1), 39 – 63.

- Lucas, M. K. (2012). The effect of a summer bridge program on provisionally admitted students' self-efficacy. *Masters Theses*. Retrieved from Eastern Illinois University.
- Martinez, M. E., & Bain, S., F. (2014) The cost of remedial and developmental education in postsecondary education. *Research in Higher Education Journal (22)*, 1 – 12. <https://files.eric.ed.gov/fulltext/EJ1064045.pdf>
- Mateo, N. J., Makundu, G. N., Barnachea, E. R., & Paat, J.N.J.S. (2014). Enhancing self-efficacy of college students through choice theory. *International Journal of Choice Theory and Reality Therapy, 33(2)*, 78 – 85. Retrieved from EBSCOhost.
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Gebrekristos, S., Zhang, J., Rathbun, A., Barmer, A., Bullock Mann, F., & Hinz, S. U.S. Department of Education, National Center for Education Statistics. (2017). *The Condition of Education 2017* (NCES 2017-144), Annual Earnings of Young Adults.
- Moser, L., Berlie, H., Salinitri, F., McCuistion, M., & Slaughter, R. (2015). Enhancing academic success by creating a community of learners. *American Journal of Pharmaceutical Education, 79(5)*, 1 – 8. Retrieved from EBSCOhost.
- National Forum on Education Statistics. (2015). Forum guide to college and career ready data. (NFES 2015-157). *U.S. Department of Education*. Washington, DC: National Center for Education Statistics.
- Nichols, A. J. & Clinedinst, M. (2013). Provisional admission practices: Blending access and support to facilitate student success. *Pell Institute for the Study of Opportunity in Higher Education*. Retrieved from ERIC.

- Niemiec, T., & Lachowicz-Tabaczek, K. (2015). The moderating role of specific self-efficacy in the impact of positive mood on cognitive performance. *Motivation & Emotion, 39*(4), 498 – 505. doi:10.1007/s11031-014-9469-3
- Pajares, F. (2002). Overview of social cognitive theory and of self-efficacy. Retrieved from <http://www.emory.edu/EDUCATION/mfp/eff.html>
- Park, J. & Park, M. (2016). Qualitative versus quantitative research methods: Discovery or justification? *Journal of Marketing Thought, 3*(1), 1 – 7.
doi:10.15577/jmt.2016.03.01.1
- Petress, K. (2000). How to be a good advisee. *Education 130*(3), 598 – 599.
- Rado, D. (2016). 2016 graduates bump up average ACT scores in Illinois. *Chicago Tribune*. Retrieved from <http://www.chicagotribune.com/news/local/breaking/ct-act-scores-met-20160824-story.html>
- Rayle, A. D., Arredondo, & Robinson, S. E. K. (2005). Educational self-efficacy of college women: Implications for theory, research, and practice. *Journal of Counseling & Development, 83*, 361 – 366. Retrieved from EBSCOhost.
- Rodgers, K., Blunt, S., & Tribble, L. (2014). A real PLUS: An intrusive advising program for underprepared STEM students. *NACADA Journal, 34*(1), 35 – 42.
- Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Silverman, D. (2010). *Doing qualitative research*. (3rd ed.). Singapore: SAGE Publications-Asia-Pacific Pte Ltd.
- Sitzmann, T., & Yeo, G. (2013). A Meta-Analytic Investigation of the Within-Person Self-Efficacy Domain: Is Self-Efficacy a Product of Past Performance or a Driver

of Future Performance? *Personnel Psychology*, 66(3), 531 – 568.

doi:10.1111/peps.12035

Solberg, V. S., O'Brien, K., Villareal, P., Kennel, R., & Davis, B. (1993). Self-efficacy and Hispanic college students: Validation of the college self-efficacy instrument. *Hispanic Journal of Behavioral Sciences*, 15(1), 80 – 95. doi: 10.1111/07399863930151004

Thomson, M. M. (2012). Labelling and self-esteem: Does labelling exceptional students impact their self-esteem? *Support for Learning*, 27(4), 158 – 165.

Tierney, W. G. & Garcia, L. D. (2008). Preparing underprepared students for college: Remedial education and early assessment programs. *The Journal of At-Risk Issues* 14(2), 1 – 7.

U. S. Department of Education, National Center for Education Statistics. (1996). Remedial education at higher education institutions in fall 1995. *Washington DC: U.S. Government Printing Office*.

U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of Education Statistics, 2015* (NCES 2016-014).

Vagle, M. D. (2014). *Crafting phenomenological research*. Thousand Oaks, CA: Left Coast Press.

Voorhees, R. A. (1993). Toward building models of community college persistence: A logit analysis. *Research in Higher Education*, 26(2), 115 – 129.

Woods, C. S., Richard, K., Park, T., Tandberg, D., Hu, S., & Bertrand Jones, T. (2017). Academic advising, remedial courses, and legislative mandates: An exploration

of academic advising in Florida community colleges with optimal developmental education. *Innovative Higher Education*, 42(4), 289 – 303.

APPENDIX A**CONSENT TO PARTICIPATE IN RESEARCH**

Provisional Admittance:

Student Perspectives and Development Based on Involvement

You are invited to participate in a research study conducted by *Carolyn A. Davis*, from the *Department of Counseling and Student Development* at Eastern Illinois University. Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate.

Purpose of The Study

The purpose of the study is to explore Eastern Illinois University's Gateway Program and to further understand how individualized attention, specialized requirements, and intrusive advising impact underprepared students' college self-efficacy. This study will help in identifying factors within the Gateway Program that play a role in their college self-efficacy via academic and social college skills of underprepared students.

Procedures

If you volunteer to participate in this study, you will be asked to:

Participate in an interview expected to last approximately 45-minutes to discuss your experiences as a student admitted into Eastern Illinois University through the Gateway Program and the role program has played in your college self-efficacy both academically and socially.

All interviews will be audiotaped and videotaped. The researcher and the faculty thesis advisor will be allowed access to the audio and video. To further help you in confidentiality, your name and other identifiers will be removed in the transcriptions.

Potential Risks and Discomforts

There are no foreseeable risks to you as a result of your participation in this study.

Potential Benefits to Subjects and/or to Society

There is no direct benefit to your participation in this study. Indirect benefits are potential conscientiousness about the nature of the study (reflection processes) which might help

you become more reflective in your thinking about the impact the Gateway Program may have had on your college experience.

The benefits though to the larger community are the results of this study being used to inform the researcher and the Office of Minority Affairs ways in which may further develop the program to the benefit of students to enroll in the future.

Confidentiality

Any information that is obtained in connection with this study and that can be linked to you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by the use of pseudonyms selected by the participant for tracking purposes only and will not identify you. Only bulk/collective/general findings will be reported in any future manuscripts.

Participation and Withdrawal

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled.

There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

Identification of Investigators

If you have any questions or concerns about this research, please contact:

Principal Investigator, Carolyn A. Davis

Email: [REDACTED]

Phone: [REDACTED]

Dr. Catherine L. Polydore

Assistant Professor of Educational Psychology

Email: cpolydore@eiu.edu

Phone: 217.581.7237

Rights of Research Subjects

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920
Telephone: (217) 581-8576
E-mail: eiuirb@www.eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

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

Printed Name of Participant

Signature of Participant

Date

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

Signature of Investigator

Date

APPENDIX B

INTERVIEW PROTOCOL

Welcome and thank the participant. Ensure that the participant is comfortable. Provide the participant with informed consent. Go through the informed consent with the participant and answer any questions that (s)he might have.

1. Do I have your permission to take a video and audio recording of this interview?

Introductory Questions

The following questions are simply to gather demographic information about all participants in my study. They will not be used to reveal your identity.

1. What name would you prefer to be called in my study?
2. How old are you?
3. Have you graduated from the Gateway Program?
4. How do you identify racially?
5. What was your cumulative G.P.A. after graduating from the Gateway Program?
6. Tell me more about yourself. This can include your upbringing, cultural background anecdotes.

General Questions

1. Why did you have to enroll through the Gateway program?
 - a. Tell me more about your high school education and experiences.
2. Tell me about your experiences in the Gateway program? Were they generally positive or negative? Please provide me with an example of a negative/positive experience which you had.
 - a. Any other examples that you would like to share.
3. How has the Gateway program impacted your confidence as a student?

4. How did the Gateway program motivate you towards college completion?

In the next few questions, we are going to focus on Gateway's extra requirements.

5. Describe the impact of the weekly advising meeting on you as a student.
6. Describe the impact of participating in study tables on you as a student.
7. Describe the impact of participating in workshops *EIU 1111* on you as a student.
8. Describe the impact of non-engagement in Greek life on you as a student.

Perceived college self-efficacy questions

There are several different things that a successful college student might have to do. The next few questions, will try to understand what impact if any the Gateway program had on your ability to do some of those tasks.

1. How has the Gateway program impacted your ability to study for an exam?
2. How has the Gateway program impacted your ability to reach out for help from a professor?
3. How has the Gateway program impacted your ability to interact with peers outside of the classroom?
4. How has the Gateway program Gateway program impacted your ability to socialize with others inside the classroom?

Anything else that you would like to add?