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Persistence, Major, Vocational Technical Preparation, and Provisional Acceptance at a Private For-Profit Hospitality College

Joshua Luke Seery
Walden University

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Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2016

Abstract

Persistence, Major, Vocational Technical Preparation, and Provisional Acceptance at a
Private For-Profit Hospitality College

by

Joshua L. Seery

MS, University of Phoenix, 2009

BA, University at Albany, 2006

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

October 2016

Abstract

At a private for-profit hospitality college in Philadelphia, there are rising percentages of students not persisting to the sophomore year. The study was grounded by the theoretical framework of Tinto's model of student retention. The purpose of this causal comparative study was to examine the relationship between student persistence and the academic variables of major, vocational technical preparation, and provisional acceptance. The relationship was analyzed using a chi-square test of independence. The data collected for the study came from archival data based upon the sample of 162 full-time students enrolled during the August 2014 class start in the majors of Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management. The results displayed that persistence is dependent on the student major of choice and students who had vocational technical preparation. However, the results displayed that persistence was most likely independent of students who were provisionally accepted, suggesting that provisional acceptance had no influence on whether students persisted from freshmen to sophomore year or not. The implications for positive social change on the local level include providing research-based findings on variables associated with first-year student persistence to inform targeted student support services and ultimately improve student persistence at the institution studied. A professional development workshop has been created to educate faculty and staff at the college about the results of the study. The implications for positive social change outside of the institution include a higher number of students who are qualified to obtain jobs and positively help their communities grow and develop.

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Section 1: The Problem

In this doctoral project study, I intended to examine the relationship between first-year student persistence and major, vocational technical preparation and provisional acceptance. The study involved the Student Success Department at a private for-profit hospitality college that did not use available data to properly target student support towards at-risk students. The results from this study were intended to provide the Student Success Department with data that can help to effectively target at-risk students and increase student persistence. In this section, I define the problem, provide a rationale for the study, discuss the significance of the problem, and describe potential implications of the findings of the study. I also define terms associated with the problem, introduce the guiding research question, and provide a review of the literature.

Definition of the Problem

At a private for-profit hospitality college in Philadelphia, there are rising percentages of students not persisting to the sophomore year (Campus Management Corporation, 2015; J. Toadvine, E. Pilch & D. Morrow, personal communication, July 2015). The rising percentages of students not persisting to the sophomore year are as follows:

1. In September of 2013, 157 freshman students were enrolled, and 15% of the students did not persist to continue on to begin their sophomore year;
2. In February of 2014, 42 freshman students were enrolled, and 9% of students did not persist to continue on to begin their sophomore year;

3. In September of 2014, 164 freshman students were enrolled, and 22% of students did not persist to continue on to begin their sophomore year (Campus Management Corporation, 2015).

According to Young-Jones, Burt, Dixon, and Hawthorne (2013), effective academic support such as an academic advisor targeted towards specific student demographics improves overall student success and retention. The academic variables of major, vocational technical preparation, and provisional acceptance may be affecting student persistence. Therefore, in this study I examined the relationships between three academic variables, major, vocational-technical preparation, and provisional acceptance and student persistence from freshmen to sophomore year at a private for-profit hospitality college.

Rationale

The purpose of the study was to examine the relationship between student persistence and the academic variables of major, vocational technical preparation, and provisional acceptance. The results of the study provided information to the Student Success Department at the private for-profit hospitality college informing the department of the students most at-risk of decreased persistence with relation to the described academic variables. Using this information, the Student Success Department will be able to create and target effective student support services from a previously unknown population of students at-risk toward a known population of students at risk.

Evidence of the Problem at the Local Level

At the private for-profit hospitality college studied, a documented lack of proper targeting of student support in the Student Success Department due to a failure to use available data towards at-risk students was a gap in practice for first-year students (Campus Management Corporation, 2015; J. Toadvine, E. Pilch, & D. Morrow, personal communication, July 2015). The Student Success Department at the private for-profit hospitality college studied did not currently use available data from the data management software program, CampusVue Student, with regard to academic variables and student persistence (D. Morrow, personal communication, July 2015). As a result, student support was not targeted to help at-risk students to persist at the college, and the groups of at-risk students were not identified (J. Toadvine, E. Pilch, & D. Morrow, personal communication, July, 2015). Student persistence data at the private for-profit hospitality college studied showed that there are rising percentages of students not persisting to the sophomore year. Student persistence is defined as a student progressing from a freshmen to a sophomore. There is no institutional research department at the college, but the Student Success Department does receive requests from the administration to research current and past enrollment and to track current and past student drop-outs on CampusVue Student. The Student Success Department offers one-on-one assistance to students for all of the following: grade and attendance tracking, peer tutoring, transcript review, schedule changes, guides to outside resources (substance abuse, psychological aids, physical abuse issues), and graduation eligibility review. These services are utilized

by students self-identifying the need and by student success advisors implementing an outreach program to students identified for these services.

Evidence of the Problem from the Professional Literature

In general, institutions of higher education have been struggling with low rates of college completion due to the failure to provide support to students who need to obtain or develop skills such as test taking skills, study skills, note taking skills, and overall social and interpersonal skills (Bettinger, Boatman, & Long, 2013). With current college students lacking these necessary skills, student support becomes even more vital to their success. Simon, Aulls, Dedic, Hubbard, and Hall (2015) found that students with higher achievement were more likely to persist in their programs, further emphasizing the importance of student support and the development of skills that foster academic achievement. Bettinger et al. (2013) stated that researchers should make use of data sources at college and universities to supplement programs such as student support. Bettinger et al. offered recommendations to colleges, stating that a variety of data should be collected with regard to gender, age, and race to get a more in-depth perspective on academic success and targeting student support. According to Chen (2012), data should also be collected with regard to demographic and socioeconomic status, student demographics, finance, faculty, financial aid, integration on campus, and student aspirations and achievement as they may be connected to student drop outs and persistence in higher education.

Definitions

Academic variables: Tinto (1975) stated that academic variables such as grade or mark performance, personal development identification with academic norms and values, perceived identification with the student role, and the satisfaction with the subject being studied could be factors that affect a students' integration into academics.

Persistence: Leppel (2001) defined persistence as a student who remains enrolled from freshman year to the following year.

Provisional acceptance: Provisional acceptance allows students to be accepted into a college under specific conditions that may include academic performance requirements and participation in academic support services (Nichols & Clinedinst, 2013).

Retention: Retention is defined as continued enrollment from freshman year to graduation (Wild & Ebbers, 2002).

Vocational technical preparation: Vocational technical preparation is a form of education that offers courses that teach knowledge and skills in a particular occupation or set of related occupations (Levesque & Hudson, 2003).

Significance

At a private for-profit hospitality college in Philadelphia, there are rising percentages of students not persisting to the sophomore year. Through this study, I provided original data to the Student Success Department with regard to how certain academic variables contribute to a student's persistence at the college. A more knowledgeable Student Success Department can target student support towards specific

groups of at-risk students, positively affecting their persistence from freshman to sophomore year. The college, in general, will see higher student persistence and an increase in retention rates as a result of proper targeting of student support. Positive social change will occur as student persistence improves and retention rates increase, resulting in more students who will be qualified for obtaining jobs as a result of a larger portion of students completing their degree (Gray, Vitak, Easton, & Ellison, 2013).

Guiding/Research Question

The private for-profit hospitality college studied has seen rising percentages of students not persisting to their sophomore year. The purpose of the study was to highlight academic variables related to persistence by using the available data and allowing targeted student support toward a previously unknown population. For this study, the independent variables were major, vocational technical preparation, and provisional acceptance, while the dependent variable was persistence.

RQ-Quantitative: What are the relationships between the three academic variables, major, vocational technical preparation, and provisional acceptance and student persistence, from freshman to sophomore year at a private for-profit hospitality college?

H_1 : There is a predictive relationship between major and student persistence.

$H_{0(1)}$: There is no predictive relationship between major and student persistence.

H_2 : There is a predictive relationship between vocational technical preparation and student persistence.

$H_{0(2)}$: There is no predictive relationship between vocational technical preparation and student persistence.

H_3 : There is a predictive relationship between provisional acceptance and student persistence.

$H_{0(3)}$: There is no predictive relationship between provisional acceptance and student persistence.

Review of the Literature

The general review of literature addresses previous and current related research on a specific topic or field (Walden University, n.d.). A review of literature is completed in doctoral studies to support the research topic for the capstone project and prove knowledge acquisition of the topic or field (Walden University, n.d.). This section is a review of the literature between the academic variables of major, vocational technical preparation, and provisional acceptance and student persistence as it relates to proper targeting of student support towards at-risk students.

Theoretical Foundation

The theoretical framework for this study was Tinto's model of student retention that addressed both social (environmental) and academic integration that lead to student persistence or lack of in education (Tinto, 1975). The model is a foundation because it highlighted the value of integration into academics that could be affecting the student. Some of the academic variables that affect student persistence in education include grade or mark performance, personal development identification with academic norms and values, perceived identification with the student role, and the satisfaction with the subject

being studied (Tinto, 1975). Soria, Fransen, and Nackerud (2013) discovered that a vital academic variable exists in libraries if the student used that resource. The researchers found that students who used the library had a higher GPA during their first semester and were more likely to remain enrolled from the fall to the spring semesters (Soria et al., 2013). Tinto's model also highlighted the importance of social integration with regard to friends, overall satisfaction with the college, and social relationships with staff and faculty (Tinto, 1975). Gray et al. (2013) researched the relationship between persistence and social transition of a student to college. More specifically, they looked at the role of social media and Facebook and highlighted the important role of college students having friends (Gray et al., 2013). Results of their work showed that students with more friends, friends that they met with frequently while at college, received social support and overall support in their social adjustment to college (Gray et al., 2013). Finally, positive social adjustment was found to increase student persistence (Gray et al., 2013). The research by Gray et al. further supports Tinto's model of student retention and the importance of social integration into college and its relationship with student persistence.

In conclusion, Tinto's model shed light on appropriate student support for Student Success Departments with regard to academic and social integration. Another model proposed by Mega, Ronconi, and De Beni (2014) proposed a link between emotions, self-regulated learning, and motivation to academic success. This model supports Tinto's model as it connects the importance of emotions that could be affected by either academic or social integration factors, or both, and how they play a role in a student's overall academic success and overall persistence. Mega et al. conducted research that

supported their model in that the results showed that emotions affect self-regulated learning and motivation and in turn academic success.

Review of the Broader Problem

In general, institutions of higher education have recorded low rates of student college completion (Bettinger et al. 2013). Bergman, Gross, Berry, and Shuck (2014) lent further support and stated that almost half of all undergraduate students in the United States fail to graduate. Even more detailed is the statistic of less than 60% of college students at 4-year colleges failing to graduate within 6 years and some institutions of higher education fail to exceed a graduation rate of 10% (Bettinger et al., 2013). According to Sparkman, Maulding, and Roberts (2012), high school GPA and standardized test scores had traditionally been the most successful predictors of success in college. However, researchers have found that high school GPA and standardized test scores do not play a role in college success, and instead, other variables or a combination of variables may be better predictors (Sparkman et al., 2012). Research has been conducted and continues to be conducted to determine variables that affect college completion. For example, Bergman et al. determined that traditional aged college students have higher rates of retention as compared to adult students. As research uncovers variables that play a role in affecting college completion, higher education can adapt and evolve.

A vital concept directly related to overall college completion is persistence, which is defined as a student who remains enrolled from freshman year to their sophomore year (Leppel, 2001). If a student fails to persist from his or her freshman year to his or her

sophomore year, college completion rates may decline. Student persistence has been researched for over 40 years but continues to trouble higher education as more research is needed in determining variables affecting persistence (Bergerson, Hotchkins, & Furse, 2014). Logically, by determining the variables that affect persistence and altering higher education appropriately, overall college completion and graduation rates may increase.

An overall determination was made that stated the quality of the institution along with many other variables affect persistence (Clotfelter, Ladd, Muschkin, & Vigdor, 2012). In other words, the higher quality of the institution, referencing overall tuition and expenditures on academic resources, results in higher success that is observed in its students. Not only does the quality of the institution play a role, but the location and type of institution also affects academic performance in students (Adamuti-Trache, Bluman, & Tiedje, 2013). Nakajima, Dembo, and Mossler (2012) found that more specific variables affect persistence, including financial aid, age, GPA, work hours, and proficiency in English, but social variables were not predictive factors of student persistence. On the contrary, persistence had been positively correlated with the development of a connection with the college by students supporting the notion that social variables are important (Erb, Sinclair, & Braxton, 2015). Bergerson et al. (2014) discovered that community engagement by college students positively affected persistence, specifically if these students were engaged in high school outreach programs. Gray et al. (2013) supported social variables affecting student persistence. Gray et al. conducted a study that determined that positive relationships with friends at college via Facebook resulted in higher persistence. Strom and Savage (2014), along with Bergman et al., also stated that

social variables, such as friends and family, affect persistence and an overall commitment to graduating. In further detail, the researchers found that continual support and encouragement from friends and family to graduate led to increased graduation rates and, as a result, higher persistence rates (Bergman et al., 2014; Strom & Savage, 2014).

Another variable affecting student persistence is finances. Students who are in need of state funding and receive it have been found to be more likely to persist (Chen & John, 2011). Along with student loan debt, financial variables, such as debts outside of student loans and credit card use, had been found to be related to students staying enrolled and affecting overall persistence rates (Robb, Moody, & Abdel-Ghany, 2012). Further building upon finances and its role in affecting persistence is research conducted by Barrow and Rouse (2012) that indicated that providing incentives to students such as scholarships increase devotion, time, and effort put towards their academics. Finally, the number of credits attempted in the first semester has been linked to degree completion; specifically, a student enrolled in fewer credits as compared to the majority of students in the first semester had been found to be linked with lower degree completion (Attewell, Heil, & Reisel, 2012). To further be reviewed are the variables of student support, provisional acceptance, student major of choice, and vocational technical preparation, and how they relate to student persistence.

Student support. Student support includes institutions of higher education offering academic aids such as tutoring, academic counseling, and remedial courses (Bettinger et al., 2013). Bettinger et al. (2013) stated that many institutions are limited in resources to offer effective academic support and funds provided to student support had

been negatively associated with attrition. In general, student support has been found to positively affect a students' success or a lack of student support has led to failure (Young-Jones et al., 2013). As a result, effective student support is a necessity in higher education as many students entering college from high school are unprepared academically and even more adult students are unprepared academically (Bettinger et al., 2013).

Academic advising, a form of student support, has been closely tied to overall student success in college (Young-Jones et al., 2013). More specifically, academic advising supports retention, progression, and graduation rates (Khali & Williamson, 2014). Khali and Williamson (2014) also stressed the importance of higher academic advisor to student ratios that would further support retention, progression, and graduation rates. Researchers conducting student interviews, however, discovered that staff in general, including academic advisors, made a difference by engaging the students by name, answering questions, and spending time with them (Schreiner, Noel, Anderson, & Cantwell, 2011). More specifically, Bettinger and Baker (2011) studied the effects of an individualized student coach assigned to a student and found that those students were more likely to persist onto their sophomore year. The results also indicated that an individualized student coach is a more effective way of achieving retention over financial aid (Bettinger & Baker, 2011). Nakajima et al. (2012) researched faculty-student interaction, and the findings suggested that positive faculty-student interactions led to an increase in student persistence. Even faculty led lessons via social media, specifically Twitter, led to an increase in student engagement and higher grade point averages, while

overall effective instruction led to higher student persistence (Junco, Heiberger, & Loken, 2011; Pascarella, Salisbury, & Blaich, 2011). These findings indicate that student support is not just localized to academic advisors but to all staff, and simply engaging students in a positive and unique manner can affect persistence.

Student support is not only a necessity in preparing students for college level academics, but can indirectly influence self-efficacy which is a belief in the ability to complete a task (Wright, Jenkins-Guarnieri, & Murdock, 2012). As students receive effective student support, self-efficacy can increase, which in turn can positively affect academic success (Wright et al., 2012). The findings state that self-efficacy is an important variable related to persistence (Wright et al., 2012). Simon et al. (2015) found that self-efficacy, along with achievement goals and perceived support, increased motivation and predicted persistence. As students receive effective student support and build college level academic skills, their self-efficacy increases along with their motivation, reflected in their overall academic success (Nakajima et al., 2012). Academic success or more specifically grade point averages is the most determinable factor in predicting student persistence (Hu, McCormick, & Gonyea, 2012; Nakajima et al., 2012). Students who have higher grade point averages showed a higher likelihood to persist onto their sophomore year as compared to students with lower grade point averages (Hu et al., 2012; Nakajima et al., 2012). In summary, student support and the level at which the institutions in general respond to students who require student support play a vital role in determining whether a student will persist onto his or her sophomore year in college (Bergman et al., 2014).

Provisional acceptance. Provisional acceptance allows students to be accepted into a college under specific conditions that may include academic performance requirements and participation in academic support services (Nichols & Clinedinst, 2013). As part of a provisional acceptance, the institution may require the student to meet specific academic benchmarks related to GPA or credit hours in order to remain enrolled (Nichols & Clinedinst, 2013). The goal of provisional acceptance is to provide students an opportunity to excel in an institution that may be considered to lack certain skills that other college students have obtained, and researchers have found that provisional acceptance positively affects student persistence (Nichols & Clinedinst, 2013). Students who are provisionally accepted to an institution are considered to be underprepared academically when first enrolled; however, around 70% of these students go on to persist and remain enrolled as a sophomore (Nichols & Clinedinst, 2013). Furthermore, provisional acceptance programs have been found to “(a) promote postsecondary access to four-year institutions, (b) strengthen students' academic skills, (c) develop students' study and time management skills, (d) build students' confidence, and (e) develop relationships between students and their peers and institutional staff and faculty” (Nichols & Clinedinst, 2013, p. IV). In general, provisional acceptance is used just over the majority mark of admission programs in higher education, and all programs have been found to be tailored to the specific needs of the institution and the students (Nichols & Clinedinst, 2013).

Major. As students enroll in higher education, a declaration of major is expected, although the actual official declaration is required at different points of a student's

program, which often varies from institution to institution. At many institutions, an advisor may be available to assist the student in determining what major to declare. Advisors have been found to support the decision-making process of students and are even related to higher choice satisfaction (Schindler, Dietrich, & Berg, 2014). Advisors can also aid in providing accurate information about majors, as many students enter a major with misperceptions about how well they will academically perform (Stinebrickner & Stinebrickner, 2013). Advisors can also help students in overcoming stereotypical gender roles determining a major, as women are low enrollments in information technology, for example (Beyer, 2014). Allen and Robbins (2010) researched the relationship between interest in a declared major, motivation, first-year academic success, and degree completion. Conducting their research using a combination of 4-year and 2-year institutions, interest in the declared major was determined to play a large role in degree completion, specifically degree completion in the allotted years of the program (Allen & Robbins, 2010). Students who declared a major in which they showed interest were more likely to complete their program on time, as compared to students who lacked interest or lost interest in their declared major. The students who lacked interest or lost interest may have dropped out or changed majors, which delayed their graduation date (Allen & Robbins, 2010). Motivation was determined to affect the first-year academic performance of students and indirectly affect degree completion (Allen & Robbins, 2010). Soria and Stebleton (2013) found that the specific type of motivation for choosing a major played a role. They found that intrinsic motivation for selecting a major positively related to a students' sense of belonging and satisfaction while extrinsic

motivation for selecting a major is negatively related (Soria & Stebleton, 2013). The research brought to attention the importance of students declaring a major they are interested in as motivation affects academic performance. Poor academic performance within the first-year of college could affect students persisting to their sophomore year. The research by Allen and Robbins and Soria and Stableton can encourage institutions of higher education in providing support to students in determining overall interests and eventually selecting a major. Effective student support in declaration of majors could lead to an increase of persistence rates and, therefore, an increase in graduation rates.

Vocational technical preparation. Vocational technical preparation is a form of education that offers courses that teach knowledge and skills in a particular occupation or set of related occupations (Levesque & Hudson, 2003). Vocational technical preparation is offered in high school as well as in postsecondary education. Wright et al. (2012) found that early career development can play a role in self-efficacy of college students in their first semester, which is the overall self belief of having the ability to complete a task or not. Specifically, early career development increases self-efficacy levels during the first semester of college in students and, as a result, may positively affect persistence (Wright et al., 2012). Blowe and Price (2012) discovered that students who completed vocational technical education had higher ratings in both math and English. These findings may support further vocational technical preparation before attending college. However, Shanklin (2014) explored the opinions of educational staff with regard to essential skills and activities needed for success and found that career and technical education staff had different opinions as compared to staff not in career and technical

education. In summary, although research supports early career development positively affecting self-efficacy in college, educational staff are indifferent towards what skills and activities are necessary for overall success. A difference of opinions could lead to less support of vocational technical preparation and a lack of students being enrolled in such education. In conclusion, vocational technical preparation may not be the only support students need before transitioning to college. Venezia and Jaeger (2013) discussed various ways that institutions of higher education can support college readiness in students, including but not limited to both professional and personal development. Venezia and Jaeger specifically mentioned providing information about the college in general and information with regard to specific departments, such as financial aid is supportive of college readiness in students. Venezia and Jaeger went on and discussed the importance of academically supporting the students along with offering both psychosocial and behavioral supports.

Implications

The purpose of this study was to provide empirical research related to hospitality colleges with regard to student academic variables that have affected student persistence. I had a goal of creating a project to address the problem based upon the results in the form of a potential evaluation, policy recommendation, or professional development program. The results provided data to the Student Success Department at the private for-profit hospitality college studied, which in turn can be used by the by the college to educate and train faculty staff in the form of a professional development workshop.

Summary

At institutions of higher education, a lack of student support has been shown to affect student persistence and overall graduation rates. This documented problem currently exists at a private for-profit hospitality college in Philadelphia that lacks proper targeting of student support towards at-risk students due to the failure to use available data. In this study, I researched the relationship between the academic variables of major, vocational technical preparation, and provisional acceptance and student persistence. The results of the study provided original data to the Student Success Department to properly target at-risk students in need of student support. Students who receive student support are more likely to persist and continue on to graduate, therefore being more qualified to obtain jobs and support their communities through their profession. In the following sections, I describe the methodology of the study, the project, and reflections and conclusions of the overall study.

Section 2: The Methodology

In this section, I describe and explain the methodology used in the study. I present the research design and approach for the study, the setting and sample of the study, the instrument and materials used to complete the study, and the data collection and analysis procedures. I also state the assumptions, limitations, scope, and delimitations of the study while summarizing the measures to be taken for protection of participants' rights.

Research Design and Approach

For the study, a quantitative method was used that aimed to summarize data using numbers (Lodico, Spaulding, & Voegtle, 2010). More specifically, causal-comparative research was conducted or ex-post facto research that aimed to examine and describe differences between groups by highlighting the experiences of the groups (Lodico et al., 2010). A main characteristic of causal-comparative research is that the independent variable has already occurred, which is also referred to as the past experience (Lodico et al., 2010). For this study, the independent variable, or past experiences, that had already occurred were the student's choice of major, students who previously had vocational technical preparation, and students who were provisionally accepted to the college. The independent variables were measured to determine if any of them might have influenced a difference in the dependent variable, student persistence. Overall, the design derived logically from the problem because I sought to study experiences that have already occurred. The design derived logically from the problem because I sought to determine influences on student persistence that could provide data to the Student Success Department to more effectively target students at-risk of persistence.

Setting and Sample

The study involved data from a private for-profit hospitality college in Philadelphia that has a total enrollment at any given time ranging from 350 to 500 students. Classes start multiple times throughout the year: an August full-time class start, a February full-time class start, a November extended program or part-time class start, and an April extended program or part-time class start (Campus Management Corporation, 2015). The data necessary for this study was information on students and their choice of major, students who had vocational technical preparation, students who were provisionally accepted, and student persistence data. The data set for the study was based upon a convenience sample of 162 full-time students from the August 2014 class start who were enrolled in all four majors at the private for-profit hospitality college. Convenience sampling is a nonprobability sample and is used by the researcher based upon proximity of the sample to the researcher and the convenient accessibility of the participants (Creswell, 2012). I am employed at the institution studied, which therefore made the sample both convenient and accessible. The class start was vital to the study in order to track student persistence from their freshman year to their sophomore year. The data set included data from all 162 full-time students enrolled during the August 2014 class start separated by students' major of choice (Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management), students with vocational technical preparation, and students who were provisionally accepted. Information not included in the data set were students enrolled in the February full-time class start, the extended program (part-

time), which has class starts in November and April, and students who were retaking classes they failed or were withdrawn from after their graduation date has passed.

Instrumentation and Materials

For the study, a student success advisor provided me numerical data with regard to the number of students enrolled in each of the four majors, the number of students who were provisionally accepted, and the number of students who had vocational technical preparation from the August 2014 full-time class start. The student success advisor also provided me numerical data with regard to the number of the students from the August 2014 full-time class start that went on to persist to their sophomore year. The data set was collected using CampusVue Student, which is a Student Information System (SIS), and data were collected with regard to students with vocational technical preparation, provisional acceptance, and those students who did not persist. I used saved Microsoft excel spreadsheets that tracked this specific information.

A chi-square test of independence was used, which aims to determine whether two categorical variables are associated with each other or if one influences the other (Creswell, 2012). Data from the chi-square test of independence provided insight into whether student major of choice is related to persistence, whether students with vocational technical preparation is related to persistence, and whether students who were provisionally accepted is related to persistence. The chi-square test of independence determined scores by analyzing the raw data to determine if there was a significant statistical difference between the p -value ($p = .05$) and the predetermined alpha level set previous to the test (Creswell, 2012). The scores of the chi-square test of independence

determined whether to reject or accept the null hypotheses and determined whether there was a statistical difference related to the alternative hypotheses. The data from the chi-square test of independence is available in tables found under the data analysis and results heading.

In this study, I used a published instrument in SPSS and not a researcher created instrument; therefore, processes for assessing both reliability and validity were not necessary. The study did not require the participants to complete an instrument; thus, no description of those processes is necessary.

Data Collection and Analysis

In order to address the research question, access to the archival data of the college that includes student-level data was vital. Archival data are data that already exist and have been collected by a teacher, a specific school within the district, or the district itself (Lodico et al., 2010). Examples of archival data include but are not limited to graduation rates, suspensions, student absenteeism, and test scores (Lodico et al., 2010). The archival data necessary for this study were information on students and their choice of major, students who had vocational technical preparation, students who were provisionally accepted, and student persistence data from the August 2014 full-time class start. The archival data were collected from a data management software program called CampusVue Student and from saved Microsoft Excel documents (specific documents that tracked students with vocational technical preparation and students who were provisionally accepted) with approval from the chief academic officer and dean of Hospitality Studies. The data set was collected by a student success advisor from the

Student Success Department and placed into a Microsoft Excel spreadsheet. The letter of approval from the chief academic officer and dean of Hospitality Studies can be found in Appendix B.

All variables for the study were based upon nominal scales that aimed to examine the variables in different groups or categories (Lodico et al., 2010). The nominal variables for this study were major, students who had vocational technical preparation, and students who were provisionally accepted. An inferential analysis was used to test the null hypotheses and draw conclusions on the population based upon the sample (Lodico et al., 2010). As previously discussed, the data set was based upon students at a private for-profit hospitality college in Philadelphia and included full-time students from the August 2014 class start. The inferential statistic used was a chi-square test of independence, which interpreted the data from the study to determine if a true difference existed between those data and the expected data (Lodico et al., 2010). A chi-square test of independence was used to determine if the academic variables of major, vocational technical preparation, and provisional acceptance were independent of student persistence, or if they were related.

H_1 : There is a predictive relationship between major and student persistence.

$H_{0(1)}$: There is no predictive relationship between major and student persistence.

H_2 : There is a predictive relationship between vocational technical preparation and student persistence.

$H_{0(2)}$: There is no predictive relationship between vocational technical preparation and student persistence.

H_3 : There is a predictive relationship between provisional acceptance and student persistence.

$H_{0(3)}$: There is no predictive relationship between provisional acceptance and student persistence.

Assumptions, Limitations, Scope and Delimitations

I expected there to be a relationship between student persistence and major, student persistence and students with vocational technical preparation, and student persistence and students who were provisionally accepted with no other variables influencing the results. To be more specific, I had assumptions that other variables such as gender, age, and race would not influence persistence. I made the assumption that the only variables affecting student persistence were major, vocational technical preparation, and provisional acceptance.

Limitations of the study included a lack of randomization, a lack of manipulation, and a lack of control over variables. The sample planned for this study was from a previous group of full-time students who were enrolled in the August 2014 class start. As a result, the students were not randomly assigned to groups but were in preexisting groups. The variables under study included major, vocational technical preparation, and provisional acceptance, and were preexisting variables that did not add the factor of manipulation to the study. Finally, I lacked control over possible confounding variables that could have played a role in affecting student persistence. Due to a lack of randomization, a lack of manipulation, and a lack of control over confounding variables,

cause and effect was and is in question between the independent variables and the dependent variables.

The independent variables under study were major (Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management), vocational technical preparation, and provisional acceptance; the dependent variable was student persistence. This research directly affected the private for-profit hospitality college studied, specifically the Student Success Department. In the long-term, the study provided data to the Student Success Department that could be properly used to target at-risk students of decreased student persistence, therefore affecting students within the larger population. A delimitation of the study involved not including data from students in the extended program (part-time) or full-time students from the February class start. The data on these students were not used due to a lack of enrollment and differences in characteristics of these students as compared to students who are full-time.

Protection of Participants' Rights

The IRB approval number for this study is 05-03-16-0425338. The data set was provided to me by a student success advisor from the sample of students from the full-time August 2014 class start. The names and personal information of the students were not shared with me and are kept private and confidential by the student success advisors in the CampusVue Management System, as I do not have access due to a lack of a login and password. The data set provided to me included the total number of students enrolled in the full-time August 2014 class start, the number of students who had vocational

technical preparation, the number of students who were provisionally accepted, and the persistence data related to each.

Data Analysis and Results

The data collected for this study was from the August 2014 full-time class start at the college studied. The data collected included overall enrollment for that class start, the number of students enrolled in each major (Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management), the number of students who had vocational technical preparation, and the number of students who were provisionally accepted. The data for the number of students who persisted from their freshman to sophomore year were also collected in relation to the described variables. The data were collected by a student success advisor, and I save them in a Microsoft Excel spreadsheet for my review. The data were analyzed using a chi-square test of independence that aimed to describe whether the variables are significantly related to overall student persistence.

Major and Persistence Data Analysis and Results

The case processing summary seen in Table 1 displays the proportion of the sample that is used in the analysis and the proportion of the sample that was not used in the analysis. For this specific part of the data, the full sample of 162 students was used in the analysis includes all students from all four majors.

Table 1

Case Processing Summary of Student Major

	Cases				
	Valid		Missing		Total
	<i>N</i>	Percent	<i>N</i>	Percent	<i>N</i>
Student major of choice * Students who persisted from their Freshman to Sophomore year or those students who dropped out before their Sophomore year	162	100.0%	0	0.0%	162

Note. * = Four different majors of Culinary Arts, Pastry Arts, Restaurant Management and Hotel Management.

The chi-square test of independence provided an expected count of students within each major (Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management) who persisted and those who dropped out. The expected counts are based on the assumption that there is no association between the variable of student major of choice and persistence; in other words, they are independent of each other. The observed counts are the actual number of students within each major who either went on to persist or drop out. The expected and observed counts can be seen in Table 2.

Table 2

The Expected and Observed Counts of Student Major

			Students who persisted from their Freshman to Sophomore year	Students who dropped out before their Sophomore year
Student major of choice	Culinary Arts	Count	53	37
		Expected count	61.1	28.9
	Pastry Arts	Count	39	7
		Expected count	31.2	14.8
	Restaurant Management	Count	15	6
		Expected count	14.3	6.7
	Hotel Management	Count	3	2
		Expected count	3.4	1.6
	Total	Count	110	52
		Expected count	110.0	52.0

The chi-square test of independence determines if the observed counts are different enough from the expected counts to be significant or if they had occurred more by chance. With a predetermined p -value ($p = .05$), the data displayed a Pearson chi-square p -value ($p = .022$) for this section of variables and data as seen in Table 3.

Table 3

Chi-square Test Results of Student Major

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.632 ^a	3	.022
Likelihood Ratio	10.347	3	.016
Linear-by-Linear Association	2.706	1	.100
N of Valid Cases	162		

With a p -value less than the predetermined alpha, it is statistically improbable that the difference we see between the expected and observed counts of major and persistence are just by chance. The differences between the expected and observed counts are considered to be statistically significant which means that persistence is dependent upon the major the student had chosen. According to the symmetric measures seen in Table 4 the major the student has selected has a moderate effect upon persistence.

Table 4

The Symmetric Measures of Student Major

		Value	Approx. Sig.
Nominal by	Phi	.244	.022
Nominal	Cramer's V	.244	.022
N of Valid Cases		162	

In other words, the major the student chose determines if they have a moderately higher or lower chance to persist from their freshmen to sophomore year; persistence is dependent on the major selected by the student. In conclusion, the study rejects the null

hypothesis and accepts the alternative hypothesis that there is a predictive relationship between major and student persistence.

Vocational Technical Preparation and Persistence Data Analysis and Results

The case processing summary seen in Table 5 displays the proportion of the sample that is used in the analysis and the proportion of the sample that was not used in the analysis. For this specific part of the data, the full sample of 162 students were used in the analysis includes all students from all four majors and students who had and did not have vocational technical preparation.

Table 5

Case Processing Summary of Vocational Technical Preparation

	Cases					
	Valid		Missing		Total	
	<i>N</i>	Percent	<i>N</i>	Percent	<i>N</i>	Percent
Students who had vocational technical preparation or those students without vocational technical preparation * Students who persisted from their Freshman to Sophomore year or those students who dropped out before their Sophomore year	162	100.0%	0	0.0%	162	100.0%

Note. * = Four different majors of Culinary Arts, Pastry Arts, Restaurant Management and Hotel Management.

The chi-square test of independence provided an expected count of students who had vocational technical preparation and persisted and those who dropped out and an

expected count of students without vocational technical preparation and those who persisted and those who dropped out. The expected counts are based on the assumption that there is no association between the variable of vocational technical preparation and persistence; in other words, they are independent of each other. The observed counts are the number of students with or without vocational technical preparation who either went on to persist or drop out. The expected and observed counts can be viewed in Table 6.

Table 6

The Expected and Observed Counts of Vocational Technical Preparation

			Students who persisted from their Freshman to Sophomore year	Students who dropped out before their Sophomore year
Students who had vocational technical preparation or those students without vocational technical preparation	Students who had vocational Technical preparation Students without vocational technical preparation	Count	25	2
		Expected count	20.7	6.3
		Count	99	36
		Expected count	103.3	31.7
		Count	124	38
Total		Expected count	124.0	38.0

The chi-square test of independence determines if the observed counts are different enough from the expected counts to be significant or if they had occurred more by

chance. With a predetermined p -value ($p = .05$), the data displayed a Pearson chi-square p -value ($p = .031$) for this section of variables and data as seen in Table 7.

Table 7

Chi-square Test Results of Vocational Technical Preparation

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.648 ^a	1	.031		
Continuity Correction ^b	3.637	1	.056		
Likelihood Ratio	5.659	1	.017		
Fisher's Exact Test				.044	.021
Linear-by-Linear Association	4.620	1	.032		
N of Valid Cases	162				

With a p -value less than the predetermined alpha ($p = .05$), it is statistically improbable that the differences we see between the expected and observed counts between vocational technical preparation and persistence are just by chance. The difference between the expected and observed counts are considered to be statistically significant which means that persistence is dependent upon vocational technical preparation. According to the symmetric measures seen in Table 8 vocational technical preparation has a slight to moderate effect upon persistence.

Table 8

The Symmetric Measures of Vocational Technical Preparation

		Value	Approx. Sig.
Nominal by	Phi	.169	.031
Nominal	Cramer's V	.169	.031
N of Valid Cases		162	

In other words, students who enroll having vocational technical preparation, have a slightly higher chance to persist from their freshmen to sophomore year as compared to students who do not have vocational technical preparation. In conclusion, the study rejects the null hypothesis and accepts the alternative hypothesis that there is a predictive relationship between vocational technical preparation and student persistence.

Provisional Acceptance and Persistence Data Analysis and Results

The case processing summary seen in Table 9 displays the proportion of the sample that is used in the analysis and the proportion of the sample that was not used in the analysis. For this specific part of the data, the full sample of 162 students were used in the analysis includes all students from all four majors and students who were and who were not provisionally accepted.

Table 9

Case Processing Summary of Provisional Acceptance

	Cases					
	Valid		Missing		Total	
	<i>N</i>	Percent	<i>N</i>	Percent	<i>N</i>	Percent
Students who were provisionally accepted or accepted without any provisional requirements *	162	100.0%	0	0.0%	162	100.0%
Students who persisted from their Freshman to Sophomore year or those students who dropped out before their Sophomore year						

Note. * = Four different majors of Culinary Arts, Pastry Arts, Restaurant Management and Hotel Management.

The chi-square test of independence provided an expected count of students who had been provisionally accepted and persisted and those who dropped out and an expected count of students who were not provisionally accepted and those who persisted and those who dropped out. The expected counts are based on the assumption that there is no association between the variable of provisional acceptance and persistence; in other words, they are independent of each other. The observed counts are the actual number of students who were provisionally accepted and those who were not, and those who either went on to persist or drop out. The expected and observed counts can be seen in Table 10.

Table 10

The Expected and Observed Counts of Provisional Acceptance

			Students who persisted from their Freshman to Sophomore year	Students who dropped out before their Sophomore year
Students who were provisionally accepted or accepted without any provisional requirements	Students who were provisionally accepted	Count	26	6
		Expected count	24.7	7.3
	Students who were accepted without any provisional requirements	Count	99	31
		Expected count	100.3	29.7
Total		Count	125	37
		Expected count	125.0	37.0

The chi-square test of independence determines if the observed counts are different enough from the expected counts to be significant or if they had occurred more by chance. With a predetermined p -value ($p = .05$), the data displayed a Pearson chi-square p -value ($p = .538$) for this section of variables and data as seen in Table 11.

Table 11

Chi-square Test Results of Provisional Acceptance

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.378 ^a	1	.538		
Continuity Correction ^b	.144	1	.704		
Likelihood Ratio	.392	1	.531		
Fisher's Exact Test				.643	.361
Linear-by-Linear Association	.376	1	.540		
N of Valid Cases	162				

With a p -value more than the predetermined alpha ($p = .05$), the difference we see between the expected and observed counts are, between provisional acceptance and persistence is likely just by chance. The variables of provisional acceptance and persistence are independent of each other and not associated with one another, and according to the symmetric measures as seen in Table 12 provisional acceptance has no to a slight effect on persistence.

Table 12

The Symmetric Measures of Provisional Acceptance

		Value	Approx. Sig.
Nominal by Nominal	Phi Cramer's V	.048 .048	.538 .538
N of Valid Cases		162	

In other words, students who were enrolled having been provisionally accepted are no more or less likely to persist as compared to students who were enrolled without a

provisional acceptance. In conclusion, the study rejects the alternative hypothesis and accepts the null hypothesis that there is no predictive relationship between provisional acceptance and student persistence.

Conclusion

At the private for-profit hospitality college in Philadelphia, I used a quantitative causal-comparative research method to determine if a relationship existed between the independent variables of major, students with vocational technical preparation, and students who were provisionally accepted and the dependent variable of student persistence. Multiple null and alternative hypotheses were tested and conclusions were drawn based upon inferential statistics and the chi-square test of independence. The data set used included data from 162 students in the August 2014 full-time class start. The results of the study provided information to the Student Success Department at the college to be used to effectively target student support toward students who are at risk of decreased persistence.

Section 3: The Project

The format of the project is a professional development workshop for the Student Success Department and faculty members at the college. The professional development workshop will include a combination of speakers as well as a combination of both large group discussions and small group teamwork to accomplish a variety of goals. In this section, I describe the overall project for this Doctoral Study, including an overall description and goals of the project, the rationale of the project in addressing the specific problem, and a more in-depth analysis of the literature related to the project. I also describe the implementation plan for the project, including the potential resources and existing supports, potential barriers, the timetable, the roles and responsibilities of student and others, and a project evaluation. Finally, I describe implications for social change on the local level and in a larger context.

Description and Goals

The goals include educating the Student Success Department and faculty members about the concept of at-risk students, how to effectively use available data to determine populations of at-risk students, the current at-risk populations at the college documented by the research, and effective techniques to support those at-risk populations of students. The learning objectives include the Student Success Department and faculty members being able to define the concept of a at-risk student, to differentiate between effective and ineffective student support techniques of at-risk students, and to practice the effective application of those techniques. A monitoring process will be implemented that will follow the transfer of learning while the program is occurring and after the

completion of the program. The workshop, the goals, and learning outcomes set forth will address the problem by addressing the relationship between major, vocational technical preparation, and provisional acceptance and persistence. The workshop will train the Student Success Department and faculty members on how to effectively target these at-risk students, in turn increasing persistence rates and overall graduation rates at the college.

The individuals involved in the program will be the dean of Hospitality Studies and chief academic officer, the chair of the Faculty Council, staff in the Student Success Department, faculty members at the college, and educators from other institutions of higher education who have earned a Doctorate in the field of education or a related field with professional development experience in the area of at-risk students. The program is deemed to require minimal financial support as all staff in the Student Success Department, and faculty members are on salary and are required to be present on all professional development days. Morning refreshments will be provided by the pastry shop that is a part of the college and would not require any extra funding. Potential costs would be the educators from other institutions of higher education, if payment is required. The needs assessment and evaluation will be conducted online using the free resource of the Survey Monkey website. The program will be held in the Center of Hospitality Studies in room C-104 with a capacity of 75 people. The expected attendance is near 30 participants, made up of staff in the Student Success Department and faculty. At the start of the workshop, attendance will be taken to track who is present and who is

not, and overall participation will be tracked. The necessary equipment such as a computer, speakers, and screen for visual aids is already present in the room.

Rationale

Before the study was conducted, the private for-profit hospitality college was seeing rising percentages of students failing to persist to their sophomore year. From the data analysis from Section 2, I found that persistence is dependent on major, persistence is dependent on vocational technical preparation, and persistence is independent of provisional acceptance. This specific genre was selected because it addresses the problem of educating staff and faculty with regard to the relationship between major, vocational technical preparation, and provisional acceptance and persistence more effectively as compared to the other genres of projects. The intention of the project is to not only educate staff and faculty about the current at-risk populations at the college documented by the research (students by major and students who do not have vocational technical preparation) but also to introduce the concept of at-risk students, teach how to effectively use available data to determine populations of at-risk students, and present effective techniques to support those at-risk populations of students. A professional development workshop will accomplish these goals, and in turn, the at-risk students will be effectively supported by the Student Success Department and faculty members, resulting in increased persistence and higher graduation rates of the students.

Review of the Literature of Professional Development

For this section, literature was searched with regard to professional development. A combination of searches were used with varying terms such as *professional*

development, faculty development, professional or faculty workshops, benefits of, history of, and implementation of professional development. The literature found was then based upon the searches then used as resources for other sources using the references section.

Professional Development

Professional development is defined as a process that aims to improve the effectiveness of academic staff in terms of teaching, assessing, conducting research, and overall administrative duties (Abdulghani et al., 2015). Professional development also aims to improve the resources and materials used during the facilitation of courses by faculty members (Abdulghani et al., 2015). At times, staff members may be required to perform certain tasks that they lack any formal training in. As a result, professional development becomes a vital tool institutions need to recognize as being valuable and provide the necessary resources and methods for conducting such programs on a sustainable basis (Brewer, Tucker Irving, & Franklin, 2014). Professional development can range from internal and external workshops, conferences and seminars, and even informal discussions (Abdulghani et al., 2015). The selected professional development program requires attendance by staff members, reflection, and assessment of the learning outcomes designated by the program coordinator (Abdulghani et al., 2015).

A Brief History of Professional Development

In 1974, the Professional and Organizational Development Network in Higher Education (POD Network) was created with a goal of supporting professional development and improvement initiatives (McKee, Johnson, Ritchie, & Tew, 2013). In 1976, Centra conducted the first national research with regard to professional

development (McKee et al., 2013). Centra sent a letter to every college and university in the United States asking the institutions if they had a professional development program in place (McKee et al., 2013). Of the institutions that responded, nearly 40% of them stated that they had a professional development program in place at the time (McKee et al., 2013). Centra followed up the initial letter with a questionnaire surveying the institutions about their professional development practices and the results were later published. In 2006, research was conducted using the current members of the POD Network and members' perceptions of their professional development goals and practices (McKee et al., 2013). Another study conducted focused on the perspectives of chief academic officers and the highlighted personnel aiding the professional development programs (McKee et al., 2013). McKee et al. collected information about the overall expectations of professional development and the support offered by the institution.

Despite the research that has been conducted in the past to improve professional development, Meyer (2013) provided seven insights into improving professional development. The insights stemmed from a review of published literature on professional development (Meyer, 2013). Meyer concluded that the majority of programs created and implemented by institutions are not based upon theory and that professional development programs must aim to use theory as a base. Of the published literature articles, there were too many that simply described the professional development programs, and Meyer stated that more of the scholarly articles must focus upon methods to improve future programs. Meyer built on this concept and stated that future researchers must look at all variables that affect the professional development programs such as individual staff member

differences and not just the effectiveness of the program as a whole. Professional development requires more in-depth evaluations for determining the effectiveness of the programs, and the outcome measures of these evaluations must be above simple satisfaction levels and look to push the programs to accomplish exceptional measurable outcomes (Meyer, 2013). Meyer stated that very few researchers discussed the cost of the programs and recommended that the costs of the program be analyzed versus the benefits of the program. Finally, Hill, Beisiegel, and Jacob (2013) stated that overall professional development must focus upon comparing methods of various programs at the initial stages of design in order to create a foundational knowledge to build upon.

Design and Methods of Conducting Professional Development

According to Zepeda, Parylo, and Bengston (2014), a cross analysis of multiple districts found that there are nine common practices in developing a professional development program. The nine common practices are as follows:

connecting professional development to career development; individualizing professional development; engaging multiple sources of professional development; adapting, not adopting, externally provided professional development; aligning and focusing professional development; ensuring ongoing scheduled professional development; encouraging mentoring relations; providing data-informed and job-embedded professional development; and strategic planning of principal professional development. (Zepeda et al., 2014, p. 295)

These practices mirror adult learning theory, and future professional development programs should use these practices and theory as the foundation for designing future

programs (Zepeda et al., 2014). Van, Driel, and Berry (2012) emphasized the importance of professional development programs focusing upon improving pedagogical content knowledge with reflections on the process of applying such knowledge into practice.

In relation to the length and cost of the program, Truong, Juillerat, and Gin (2016) recommended designing a program that is efficient and inexpensive. Professional development programs of less than 30 hours have shown positive impacts related to group discussions, demonstrations, physical practice, and more (Lauer, Christopher, Firpo-Triplett, & Buchting, 2014). Further recommendations for cost include using existing campus resources and technologies (Truong et al., 2016).

Many existing professional development programs lack the option of completing the program online (Lane, 2013). The Program for Online Teaching Certificate Class provided an option to complete the class all year long, free of cost, and online (Lane, 2013). However, this was specific to teachers aiming to learn how to facilitate online courses, and completing online professional development programs are becoming more popular (Herman, 2012). Regardless, many of the teachers who completed the online course shared that they had met their goals and increased their confidence (Lane, 2013). Fishman et al. (2013) found that professional development programs either online or face-to-face showed no differences in terms of outcomes of the program. As a result, professional development programs may look into offering year-long and free of cost programs online for all topics, not just online teaching.

Finally, a new model called the new space challenge brings another method to conducting professional development programs (Cameron & Miles, 2015). The new

space challenge strays away from traditional methods of conducting professional development and aims to create programs that allow more of a variety of teaching methods in the classroom (Cameron & Miles, 2015). A unique strategy focused on in this method is games-based learning with a goal of motivating and engaging the participants (Cameron & Miles, 2015). This game-based learning includes individual performance and evaluation of goals of game based activities based in real world situations (Cameron & Miles, 2015). The new space challenge intends to conduct professional development programs that are engaging, active, and collaborative with a goal of the participants taking these ideas and applying them into practice in education.

Evaluating the Effectiveness of Professional Development

According to Abdulghani et al. (2015), Kirkpatrick's 1959 model can effectively measure four levels of outcome of the professional development program. The first level of outcome measures the reactions of the participants to the experiences of the program (Abdulghani et al., 2015). The second level of outcome measures the amount of learning that actually took place or the amount of knowledge and skills that was acquired during the program (Abdulghani et al., 2015). The third level of outcome measures the application and transfer of knowledge into practice of the participants of the program (Abdulghani et al., 2015). Finally, the fourth level of outcome measures the results of the program on the individual level as well as the institution as a whole (Abdulghani et al., 2015). Chen, Kelley, and Haggar (2013) valued the importance of effectively evaluating a professional development program in terms of measuring the outcomes in a step-by-step process as compared to outputs. Despite these ideas and theories for evaluating

professional development programs, Gannon et al. (2016) stated that a standard instrument for measuring the effectiveness of interactive teaching in large groups ceases to exist. In turn, Gannon et al. created a measurable standard-based instrument that can effectively measure the level at which staff conduct professional development programs in large groups. Since some professional programs can be conducted in large groups, this instrument could be used to measure the effectiveness of the programs.

Benefits of Professional Development

According to Rodgers, Christie, and Wideman (2014), faculty members who participated in a teaching certification program experienced many benefits. Faculty members reported having higher confidence in themselves after completion of the program that extended into the classroom, into committee meetings, into department activities, and into program teams (Rodgers et al., 2014). Faculty members also displayed stronger student-centered approaches to their teaching methods (Rodgers et al., 2014). The findings of Sun, Penuel, Frank, Gallagher, and Youngs (2013) suggested that there are indirect effects of professional development programs that benefited staff on the individual level and on the overall institutional level. Sun et al. stated that further professional development can occur through formal and informal interactions between staff members, and that institutions of higher education should look into setting up a form of mentoring program to extend the knowledge and skills focused on in the programs. Raymond and Kannan (2014) further supported that notion after a survey of over 100 colleges found that mentoring programs benefit both the individual and institution as a whole. According to Cook-Sather (2016), mentoring programs can be extended to even

include student-faculty partnerships that can help new faculty members become oriented with the new institution while applying knowledge and skills into practice from the faculty development program. Mentoring programs, in general, along with professional development can improve civility between staff-to-staff interactions and student-to-staff interactions. An improved level of civility has been found to improve moral, decrease turnover, decrease absenteeism, create social interactions, improve work performances, and improve overall health (Clark, 2013).

According to Kopcha (2012), teachers who were mentored specifically about technology integration displayed positive perceptions even when faced with obstacles during implementation. The professional development and mentoring program influenced the teacher's perceptions in a positive manner on a long-term scale as they witnessed an increase of technology integration in teaching methods (Kopcha, 2012). Finally, Dudek et al. (2012) found that as a result of completed professional development programs, the evaluations of those faculty members had improved.

Project Description

The format of the project will be a 3-day professional development workshop for the Student Success Department and faculty members at the college. The professional development workshop will include a combination of staff and faculty members at the college as well as educators from other institutions of higher education. The professional development workshop will be conducted as a combination of both large group discussions and small group teamwork to accomplish a variety of goals. The professional development workshop must be implemented while taking into account needed resources,

potential barriers and solutions, a timetable, and the roles and responsibilities of those involved, including students.

Implementation

After creating a professional development workshop, an educator must design an implementation plan. A well designed implementation plan can be the difference between completing a proposed professional development workshop and a workshop staying in limbo. The first step was to put together and submit a problem statement that identifies an issue at the college studied that can be supported with data. In this case, the problem statement submitted entailed an issue with rising percentages of students failing to persist from freshmen to sophomore year. The implementation plan was based on data from 162 students enrolled in the August 2014 full-time class start, the number of students enrolled in each major (Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management), the number of students who had vocational technical preparation, the number of students who were provisionally accepted, and the number of students who withdrew from the college before their sophomore year as it relates to each described variable. The problem statement also identified the overall intention of the study which in this case was to investigate the relationship between student choice of major, students with vocational technical preparation, students provisionally accepted and persistence. Approval was then obtained from the administration at the private for-profit hospitality college studied to create a professional development workshop to educate and train the Student Success Department and faculty members. An additional environmental strength was the support of the dean of hospitality studies and chief academic officer who

approved the professional development workshop. The dean of hospitality studies and chief academic officer collaborated and consulted with the chair of the faculty council and the Student Success Department to plan an effective professional development workshop.

Potential Resources and Existing Supports

Potential resources are current and former colleagues with appropriate experience in the field of higher education. These colleagues could be a network of information and overall support and be of even more assistance if they have direct experience with the implementation of the professional development workshop. The dean of hospitality studies and chief academic officer of the institution is a resource for approving the professional development workshop as well as aiding in creating the overall plan. Higher executives are a source of financial support, if needed.

Finally, the students enrolled at the institution are a resource. The students could complete surveys in which they evaluate the current techniques used by staff and faculty to support the student body in and outside of class time and make recommendations for improvement. The idea behind using students as a resource is to consistently adapt and evolve the student support techniques in higher education at a level that improves the academic achievement of the student population. By completing surveys, the students will help plan the professional development workshop by providing information about the strengths and weaknesses of the institution in terms of educational support. Many implementation plans of at-risk student support in higher education are often not sustained due to the fact that the institution fails to ask the most important factor in

determining its success, the student. In summary, colleagues, the dean of hospitality studies and chief academic officer, higher executives, and students are all potential resources to help implementation of the professional development workshop.

Potential Barriers

The important contextual factors to discuss are educational circumstances of the specific institution studied. Students are enrolled in both hands-on kitchen classes and lecture classes as part of their program, regardless of major. The hands-on kitchen courses are founded upon collaborative learning and student engagement which gives the lecture courses a disadvantage of creating a similar learning environment from scratch. In terms of learning styles, a large majority of the student body tend to be hands-on learners mixed with bodily or kinesthetic preferences. The student body prefers to move around and stay active as compared to sitting still during class hours. Further class participation and engagement usually counteracts any issues with those specific learning styles, especially in more lecture-based classes. Although application of the technique to support at-risk students will include hands-on kitchen courses, lecture classes are in higher need of these techniques to foster learning and engage students. In order to overcome this barrier, faculty members will need to be trained in creating more engaging lessons that accommodate all learning styles in the lecture setting.

A cultural factor also exists which plays a role in the college's organizational beliefs of putting an emphasis on cooking and not overall education. To develop a successful application process of at-risk student support techniques, lecture courses must be considered equal to hands-on kitchen courses with regard to importance. These

obstacles can be solved by gaining support of the members of the Student Success Department, Faculty Council, and the Academic Affairs Committee, which includes the dean of hospitality studies and chief academic officer, vice president of executive advancement, and other staff members. A presentation will be given to these college personnel to highlight the importance of emphasizing education and the impact it can have on persistence, graduation rates, and overall enrollment.

A structural circumstance involves organizational decision-making, which requires that any institutional changes that occur with regard to academic programs must follow a formal governance process (Caffarella & Daffron, 2013). At the private for-profit hospitality college studied, the majority of educational decisions, which include the implementation of professional development workshops must be approved by the Academic Affairs Committee which can be a timely process. Most substantial changes to the college occur once a year but smaller pilot tests could be conducted during the year to smooth out any difficulties and even gain support from stakeholders to speed up the process. Finally, there are many obstacles to integrating at-risk student support techniques into education and the integration will not come without a review of potential policies that the institution as a whole will have to abide by for the safety and protection of everyone involved. A meeting will have to be planned to review current policies and procedures and how they can be altered in order to support changes brought on by a professional development workshop.

Timetable

The program will be a 3-day professional development workshop during a predetermined professional development period of the academic year. The intention is to hold the workshop at the end of the academic year in July to provide time for the Student Success Department and faculty members to implement effective support methods for the at-risk students returning or starting in the new academic year. The first session of the professional development workshop will begin at 9:00 a.m. with an hour lunch break at 12:00 p.m., and then continue until the conclusion of that day at 4:00 p.m. later that day. The following 2 days of the workshop will follow the same timetable as the first day.

Roles and Responsibilities of Student and Others

The professional development workshop is initially reviewed and approved by the chief academic officer and dean of hospitality studies. The chief academic officer and dean of hospitality studies is responsible for setting the dates for the professional development workshop, reserving the appropriate classroom, and notifying the participants of the professional development workshop. The chief academic officer and dean of hospitality studies will also facilitate the post-test (Appendix C) given to the participants after completion of the professional development workshop. The chief academic officer and dean of hospitality studies is responsible for researching, contacting, and eventually hiring two educators from other institutions of higher education as guest educators. The higher executives are responsible for the financial cost of the hired educators, if any. The dean of hospitality studies and chief academic officer is responsible for monthly observations (Appendix D) of the Student Success Department

staff and faculty members to ensure that the Student Success Department staff and faculty members are using the knowledge presented at the workshop at the college.

The Student Success Department is responsible for sending out electronic surveys to students before the professional development program is conducted, collecting the data and presenting the data to the chief academic officer and dean of hospitality Studies. A copy of the questions to be asked can be found in Appendix E. The Student Success Department is also responsible for sending out electronic surveys to students after the professional development program has been completed, collecting and analyzing the data, and presenting the data to the chief academic officer and dean of hospitality studies. A copy of the questions to be asked can be found in Appendix F. The chair of the faculty council is responsible for setting up a date and time for all participants to discuss the proposed professional development workshop and to offer any suggestions; minutes of the meeting will be taken and shared with the chief academic officer and dean of hospitality studies. A list of topics to be covered during the meeting can be found in Appendix G. The IT coordinator is responsible for confirming that all technology already available in the classroom (projector, computer, audiovisual aids, and internet) is functional before the workshop and during the workshop. The maintenance staff is responsible for setting up the classroom's chairs for the number of participants attending, as well as setting up the refreshment stand for the morning sessions, while the pastry kitchen is responsible for baking the pastries for the refreshment stand. The coordinators of the workshop who would be responsible for implementation would be the dean of hospitality studies and chief academic officer, the chair of the faculty council and the

Student Success Department. Finally, the students enrolled at the college will be completing a survey (Appendix E) evaluating the current academic support from the Student Success Department and faculty members and a post-workshop survey (Appendix C) evaluating the application of the workshop into practice.

Project Evaluation

A program evaluation determines if the methods used during the professional development workshop met the learning objectives and overall goals (Caffarella & Daffron, 2013). A program evaluation can occur both formally and informally, before, during, and after implementation of the program (Caffarella & Daffron, 2013). The professional development workshop is intended to answer various questions that will be addressed before, during, and after implementation. Before the workshop, information will be gathered informally from the Student Success Department staff and faculty members at a meeting held by the chair of the faculty council and meeting minutes shared with the chief academic officer and dean of hospitality studies. The meeting will cover questions about their overall views of at-risk students and setup of the workshop to determine if any adjustments need to be or should be made before implementation (a list of topics covered can be found in Appendix G). The meeting will be informal and discussion based and no formal handout or survey will be used. As Caffarella and Daffron (2013) stated, these informal evaluations conducted before the workshop can provide feedback and if time allows, make changes to the program or even cancel the program. The Student Success Department staff and faculty members will be tested on overall knowledge before and after the program to assess the transfer of learning with the

use of a pre-test and post-test using Survey Monkey. Their knowledge of supporting at-risk students will be evaluated during the program and the effective application of knowledge into practice will be assessed after the professional development program. A copy of the questions asked during the pre-test can be found in Appendix H and the questions asked during the post-test can be found in Appendix C. The Student Success Department and faculty members will also be required to present weekly updates to the dean of hospitality studies and chief academic officer to display the presence of application of the techniques taught in the workshop. A copy of the required weekly update can be found in Appendix I. The dean of hospitality studies and chief academic officer will complete monthly observations to assess the application of such support methods into practice. A copy of this observation sheet can be found in Appendix D. The students will be surveyed to gather information on their perspectives of the Student Success Department staff and faculty members and their support on campus before the workshop begins (Appendix E) and after the workshop has ended (Appendix F). Finally, grades will be tracked by the student success advisors to determine any fluctuation in overall grade point averages after the professional development workshop has been completed and the Student Success Department staff and faculty members have applied the techniques into their everyday responsibilities.

Informal Project Evaluation

The first evaluation consists of an informal evaluation technique that involves having conversations with Student Success Department staff and faculty members during a meeting. The purpose of this strategy is to collect information with regard to the

program topic and overall setup before implementing the program. The intention is to collect this information to determine if any adjustments must be made before the day of the workshop. The Student Success Department staff and faculty members will be asked various questions about the topic of the program as well as the overall setup by the chair of the faculty council in order to gain perspectives. The conversations will be aimed at determining the overall interest or lack of interest about at-risk students and the opinions of how the program will be conducted. The interviews will be conducted as a group discussion during a meeting prior to the day of the workshop. The meeting notes will be recorded for review. The data collected will be shared verbally with the dean of hospitality studies and chief academic officer to determine if any changes are needed for the program.

Formal Project Evaluation

The second type of evaluation consists of a formal evaluation technique that involves conducting a pre-test and post-test (Appendix H; Appendix C) using the online tool, Survey Monkey. The purpose of this strategy is to assess the transfer of learning from the program. This evaluation will assess the Student Success Department staff and faculty members before the program begins to determine the level of knowledge they have with regard to the definition of at-risk students, how to effectively use available data, the current population of at-risk students at the college, the effective techniques in supporting at-risk students, and finally how to apply that knowledge into practice. The overall goal is to determine a baseline of knowledge to use as a comparison to help evaluate the accuracy at which information is transferred from application to practice.

The pre-test will be conducted during a meeting prior to the implementation of the program and the post-test will be conducted on the day of the program after the workshop has been completed, both facilitated by the dean of hospitality studies and chief academic officer. The data collected will be shared verbally with the Academic Affairs Committee. The data collected will also be shared with each individual participant in the program by way of electronic mail.

The third evaluation consists of a formal evaluation technique that involves monthly observations (classroom observations for faculty members and everyday observations for Student Success Department staff) following a formally structured rating scale and checklist found in Appendix D. The purpose is to determine the transfer of learning of information from the program and to assess the application of that information into practice. The observations will be conducted after the workshop has ended by the dean of hospitality studies and chief academic officer. These formal observations will take place within a 3 month period at the start of the new academic year. The data collected will be shared verbally with the Academic Affairs Committee. The data collected will also be shared individually with each participant of the program as it relates to their own specific observation.

The fourth evaluation consists of a formal evaluation technique that involves students completing a survey using the online Survey Monkey before and after completion of the workshop (Appendix E; Appendix F). The purpose of the survey is to gather information from the perspectives of the students about the support methods used by Student Success Department staff and faculty members before and after the program

has been completed. The survey will ask students to provide information about the current level of support in and out of the classroom, their overall interest in the class and the college and if it has changed, their overall motivation in the class and in their education and if it has changed, and their final grades in those classes and overall grade point averages. The surveys will be sent via electronic mail by the student success advisors to the students before the workshop is planned to occur and after the completion of the observations. The time period for sending out the surveys will be 6 months after the completion of the workshop. The data from the surveys collected will be shared verbally with the Academic Affairs Committee. The data collected from the surveys will also be shared with the Student Success Department staff and faculty members by way of electronic mail and a verbal presentation during a meeting held by the dean of hospitality studies and chief academic officer.

Implications Including Social Change

An overall goal for my Doctoral Study was to not only address a problem that exists in education, but to generalize it further beyond the origin. In this section, I describe the implications for social change on the local level in terms of students, families, instructors, administrators, and community partners. Finally, I describe the implications for social change in the larger context outside of the college studied.

Local Community

In the project, I address the needs of students, families, instructors, administrators, and community partners on a local level in many ways. I intended to use available data in an effective manner in determining specific populations of students at-risk for decreased

persistence from their freshman to their sophomore year. As a result of the workshop, the Student Success Department staff and faculty members at the college will be able to effectively target support towards students at-risk of failing to persist to their sophomore year. These students who have been determined to be at-risk of persisting from their freshman to sophomore year will now have the proper educational support, as well as, emotional support to greatly improve their chances to persist onto the next year. The families of these students will witness increased academic success in their family member enrolled at the college resulting in further emotional support of the student. Finally, the community partners will benefit from this project due to higher persistence rates in students at the college resulting in higher graduation rates, and therefore more educated and qualified employees for the local community businesses.

Far-Reaching

I not only address needs on a local level with the project, but can be extended to a larger context to assist other institutions of higher education. Although the population and sample selected for the project lacks generalization, the data and results from the project can still be useful to other institutions similar to the institution studied. The data and results can aid in other institutions looking to discover their own populations of students at-risk by conducting similar research using their own available data. On another note, I may create awareness at other institutions of potential persistence issues in certain populations of students that were not of concern or were overlooked. By using this project as a template or by using the data and results from this project to build awareness of potential populations of students at-risk, these other institutions can aim to effectively

target their student support at the at-risk populations increasing persistence and overall graduation rates.

Conclusion

At a private for-profit hospitality college in Philadelphia, I have created a professional development workshop for Student Success Department staff and faculty members to address the ineffective use of available data to target and support at-risk students. The professional development workshop will last 3-days and focus upon defining the concept of an at-risk student, how to effectively use available data, the current population of at-risk students at the college, effective support methods of at-risk students, and methods of applying this knowledge into practice. The professional development workshop will be evaluated both informally and formally to determine the level of success of the project. The overall workshop is intended to improve the support of at-risk students in turn increasing their academic achievement and improving the likelihood that they will persist from freshman to sophomore year. In the final section of this Doctoral Study, I include reflections of the study as whole, the proposed professional development workshop, and a reflection of myself on various levels within the field of education.

Section 4: Reflections and Conclusions

This section of the Doctoral Study includes overall reflections and conclusions of the project. In this section, I describe the strengths of the project as well as the limitations, including recommendations to address those limitations. This section includes my reflections of scholarship, project development, and leadership and change, and a self-analysis as a scholar, practitioner, and project developer. Finally, I conclude this section with the project's potential impact on social change and the implications, applications, and directions for future research.

Project Strengths

In terms of the specific project proposal for this Doctoral Study, there are many strengths of the professional development workshop. The location of the workshop is large enough to hold the number of participants designated to attend. The location has the technological tools already in place that are necessary for the workshop such as a projector screen, computer, internet, and white board. The location of the workshop is on campus where the participants are employed, so no further traveling is required. The overall cost of the workshop will be minimal as a result of it taking place at the college where the participants are employed. The refreshments will be provided by the campus pastry shop and kitchens at no cost. The participants are on salary and are required to attend professional development days, and, therefore no extra funding will be needed to pay them.

The overall intention of the workshop is to educate the participants about the concept of an at-risk student, how to effectively use available data, the current population

of at-risk students at the college, effective support methods of at-risk students, and methods of applying this knowledge into practice. As a result, the participants will obtain knowledge they previously lacked and develop as professionals, in terms of learning and applying effective student support methods. In turn, at-risk students will benefit from the workshop once the effective support methods are put into practice. The institution may then see an improvement in overall persistence and retention rates, which will then increase graduation rates. The institution may also see an improvement in enrollment from a higher success rate of students graduating and an increase in finances to support further developments on campus.

Recommendations for Remediation of Limitations

A limitation of the project in addressing the problem is the potential lack of commitment and proper application of the knowledge into practice by the participants. The project does have evaluations set in place to determine the application of knowledge into practice, but commitment to following through and successful application is dependent upon the individual participants. This limitation can be remediated by supervisors observing a lack of commitment and discussing the issue with the individual staff or faculty member in a formal evaluation or informal conversation. If commitment is not an issue but the issue is the successful application of the knowledge into practice, follow up workshops can be conducted for extra training.

An alternative to addressing this problem outside of a professional development workshop is the use of a policy evaluation. The policy evaluation would include a review of the current academic policies and procedures in the staff, faculty, and student

handbooks and a consensus on what should be removed, altered, or what alternative policies and procedures should be added to the handbook. The goal of the policy evaluation would be to ensure that both staff and students follow policies and procedures that support and prevent the development of at-risk students and aid current at-risk students.

Scholarship

Scholarship becomes an interest that evolves into a passion. At first, entering into the field of academia was almost an inevitable choice in order to progress in my career. However, as I dug deeper into the field, I began to develop interest in learning more, which eventually grew into a passion of making this field and keeping this field as my career. I learned that the most important aspect of scholarship is that it is never a finished product when it comes to learning but a continual process; there is no start and there is no end. At the completion of a study, the field of academia should look to build upon that newly discovered knowledge and to brainstorm different directions that study could be taken. Scholarship is not about completing a degree or completing a scholarly study, but about extending what was learned during the degree program and what was discovered from the results of that study. The next step is to extend that knowledge and results even further so that the field of academia and everyone and everything involved can grow and develop in a positive direction.

When discussing this specific Doctoral Study, I learned that attention to detail is vital, which in turn takes patience. However, I also learned that having a goal to create a perfect Doctoral Study may be possible but not to get caught up in every word. The idea

of perfection and having an attention to detail can, at times, slow the writing process down. For me, I benefitted when I let my writing occur naturally and then went back and made corrections.

Project Development and Evaluation

Project development requires careful training and attention to detail. During my doctoral program, I completed a course that taught me about effective project development. I could have developed a project without the course, but it would have been destined to fail or succeed at a very minimal level. Project development requires a carefully thought out blueprint that takes into account every aspect possible, including strengths, weaknesses, limitations, and cost. Project development requires patience, and it requires effective analytical skills to determine any and all obstacles that could be involved. Project development requires ambition and a drive to learn from mistakes, as a successful project may take a few rounds of trial and error. Project development requires a good sense of flexibility during planning and implementation, as many unforeseen events and obstacles often arise. Overall, project development requires the necessary skills and knowledge in order to be successful.

Leadership and Change

Before anyone can be an effective leader, he or she needs to learn how to follow first. In order to be an effective leader, it is necessary to learn to support, listen, brainstorm, and display patience towards growth. This is important because once an individual becomes a leader, the leader will understand what it means to follow and can more effectively manage the group towards building teamwork. In order to be a

successful leader, the leader will need the support and respect of the rest of the group in order to build consensus towards change. Effective leadership means building and using critical thinking skills, problem solving skills, and conflict management skills within oneself, the group members, and the group as a team.

Analysis of Self as Scholar

Overall, I learned that I have both strengths and weaknesses. I learned that I can tend to take on too many tasks and responsibilities to an overwhelming point. The reason I tend to take on more than I can handle is because I sometimes lack trust in the abilities of others to complete a task. In order to be a successful scholar and leader, I must learn to develop trust in the abilities of others. My strengths include my patience, creativity, ambition, and my interpersonal skills that help me gain respect from my colleagues and students. As a scholar in the field of academia, I am confident that I will bring positive change to the field while having the patience to understand that I am still in the process of learning and will always be in a state of adaptation.

Analysis of Self as Practitioner

As a practitioner, I will be successful due to my interpersonal skills and my ability to collaborate with a team, taking into account their ideas in order to build a consensus. My creativity and ability to translate my knowledge to real-world situations outside of academia will benefit my position as a practitioner. However, some roles as practitioners often require handling fluctuating deadlines and external pressures, which would be a struggle for me as I tend to flourish with structure and positive encouragement.

Analysis of Self as Project Developer

As a project developer, I learned that I may lack patience. As a practitioner, developing projects based upon my education and applying it to a real-world situation, such as professional development days, can be a source of frustration for me. These projects develop frustration because I often feel that what is intended to be covered during the professional development days should be common knowledge in the field of education and any other relevant fields my expertise can expand to. I will also get frustrated if I do not see positive results from the project I created. Overall, as a project developer, I believe I am on a learning curve in developing successful projects and applying them to other aspects outside of being a scholar.

The Project's Potential Impact on Social Change

The overall project has the potential to have positive impact on social change at both the local level and beyond. The project intends to educate college personnel about the concept of an at-risk student, how to effectively use available data, the current population of at-risk students at the college, effective support methods of at-risk students, and methods of applying this knowledge into practice. The importance of this project is founded on the importance of academic achievement and persistence of students at the college. The effective targeting of support towards at-risk students can increase the academic achievement and persistence rates in that specific population. The goal of the project is to educate those personnel at the college who can personally support these at-risk students, positively affecting their academic achievement and persistence. In turn, these students will be more likely to persist from their freshman to sophomore year,

greatly increasing their likelihood to graduate. As graduation rates increase, more students are entering the local community with a degree and with more qualifications to obtain a job in local businesses that greatly support the community. On a larger scale, other similar institutions across the nation could mimic the study and the project to educate their own personnel about their at-risk students and target their support accordingly. These institutions may also see an improvement in academic achievement and persistence resulting in higher graduation rates and students who are more qualified to make positive impacts in those local communities.

Implications, Applications, and Directions for Future Research

The project's implications for future research include expanding the variables under study to effectively target more unknown populations of at-risk students. The project is intended to improve the persistence rates of at-risk students within the variables under study of student major of choice, vocational technical preparation, and students who were provisionally accepted. The successful implementation of the project could motivate further research into variables that may or not may affect student persistence from freshman to sophomore year.

This study was a causal-comparative design and therefore was based upon variables that already occurred; there was no manipulation. This is important in the discussion with regard to future research because there may have been confounding variables that affected the persistence of the students outside of the variables under study of student choice of major, vocational technical preparation, and students who were accepted provisionally. Future researchers may want to look further into other variables,

such as gender, ethnicity, and age, to determine what effects they have on persistence. Future researchers may also want to conduct an experimental study that holds all variables constant except for the variable under study or independent variable for more specific and credible results. Future researchers may look to focus on only one of the three variables studied to get more specific and direct results for that population of students.

Conclusion

At a private for-profit hospitality college in Philadelphia, a problem existed in which the institution was unaware whether persistence was influenced by student choice of major, vocational technical preparation, or provisional acceptance. In the study conducted at this college, I determined that persistence is influenced by vocational technical preparation and major, but not provisional acceptance. Future research involves looking further in-depth into variables such as age, ethnicity, and gender, and conducting an experimental study that holds all variables constant except for the variable under study. However, the results from the current study can be used to implement a professional development workshop in which staff and faculty members are trained and educated to improve overall student support at the institution. As a result, the college may see an increase in student persistence and an increase in graduation rates. Finally, as a result of higher graduation rates, the institution will be offering the surrounding communities more qualified individuals for employment to make positive impacts in their local businesses and economy.

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Appendix A: Professional Development Workshop Plan

In this study, I addressed the problem of the ineffective use of available data by the Student Success Department in targeting and supporting at-risk students at the college. The purpose was to provide data to the Student Success Department with regard to students who are at higher risk of failing to persist from their freshmen to sophomore year as related to student choice of major, students who had vocational technical preparation, and students who were provisionally accepted. The project site is a private for-profit hospitality college in Philadelphia, Pennsylvania. The project intends to educate the Student Success Department staff and faculty members about the concept of an at-risk student, how to effectively use available data, the current population of at-risk students at the college, effective support methods of at-risk students, and methods of applying this knowledge into practice.

Professional Development Workshop Implementation Plan

- Step 1: Submit the problem statement identifying the issue at the college supported by data to the appropriate stakeholders.
- Step 2: Submit the intention of the professional development workshop to the appropriate stakeholders.
- Step 4: Submit the benefits of the professional development workshop to the students, staff, and college in general supported by previous research.
- Step 5: Submit the layout and overall plan for the professional development workshop to the appropriate stakeholders.
- Step 6: Obtain approval from the appropriate stakeholders at the college to conduct the

professional development workshop.

The timetable for the professional development workshop is a 3-day plan that begins at 9:00 a.m. and ends at 4:00 p.m. for each day. The workshop will include a combination of lecture, discussion, group activities, individual activities, videos, and a post-test survey to be completed at the end of the 3 days. An informal evaluation will take place during a meeting before the workshop along with a formal pre-test of the knowledge of at-risk students. Finally, there will be 3 formal post-workshop evaluations completed as well to evaluate the effectiveness of the workshop.

Program Goals

1. Provide professional development training on the concept of at-risk students in general and specifically, the population of at-risk students at the college.
2. Provide professional development opportunities to collaborate with peers developing plans to effectively support at-risk students.
3. Provide a plan for follow-up evaluations after the workshop has been completed.

Program Objectives

1. Participants will be able to define the concept of a at-risk student.
2. Participants will be able to identify current at-risk students at the college.
3. Participants will be able to identify effective methods that support at-risk students.
4. Participants will be able to apply appropriate support methods of at-risk students in and out of the classroom.
5. Participants will be able to collaborate with peers to distinguish between effective and ineffective methods to support at-risk students.

Resources Needed

The professional development workshop will need the following resources: outside educators from other institutions of higher education, a computer, projector and screen, internet, a classroom with at least 30 chairs, a whiteboard and markers, audiovisual equipment, refreshments and refreshment stand, pens and pencils, and notepads.

Budget

For the professional development workshop, the only financial expenditure will be for hiring the outside educators from other institutions of higher education. The college will not have to spend money on refreshments and light meals as they come from the pastry shop and kitchens located on campus. The workshop does not need to rent out a location for the workshop as the college has available classrooms. All resources required already exists in the classroom the workshop is to take place such as a computer, projector and screen, internet, a classroom, a whiteboard and markers, audiovisual equipment. Finally, the pens, pencils, and notepads can be retrieved from the purchasing center at the college at no fee. The overall approved budget for the professional development workshop is \$500.

Overall Layout of the Professional Development Workshop**Day #1**

8:30am – 9:00am: Participants will be provided refreshments and a light breakfast and begin to gather in the classroom.

9:00am – 9:30am: The dean of hospitality studies and chief academic officer will

welcome everyone to the workshop and give an introduction to the overall workshop including program goals and objectives and the schedule for the first day.

9:30am – 9:40am: The dean of hospitality studies and chief academic officer will give an introduction to the first guest educator from another institution of higher education including presenting the credentials of having a doctorate in education or another related field along with his or her experience in professional development; specifically, at-risk student populations.

9:40am - 10:45am: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix J. The first educator will introduce the concept of at-risk students by having each participant create a definition of their own followed by verbal sharing by volunteers within the workshop. Then, the first guest educator will present the definition of the concept of an at-risk student, what may lead to a student becoming at-risk, and how to identify at-risk students in and out of the classroom.

10:45am – 11:00am: Break

11:00am-12:00pm: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix K. The first guest educator will conduct a group activity in which techniques and methods that could support at-risk students are brainstormed. Each group will share their techniques and methods and the educator will point out the similarities and differences in the responses and encourage discussion.

12:00pm-1:00pm: Lunch break

1:00pm – 2:00pm: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix L. The first guest educator will present techniques and methods that are effective in supporting at-risk students such as academic goal setting and planning, the importance of registering for classes before classes begin, class attendance, and alerts and interventions.

2:00pm – 2:15pm: Break

2:15pm – 3:15pm: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix M. The first guest educator will continue to present techniques and methods that are effective in supporting at-risk students such as tutoring, supplemental instruction, and the importance of a student success course.

3:15pm – 3:30pm: Break

3:30pm – 4:00pm: dean of hospitality studies and chief academic officer will summarize and review the first day along with running a reflection and discussion about the topics covered.

Day #2

8:30am – 9:00am: Participants will be provided refreshments and a light breakfast and begin to gather in the classroom.

9:00am – 9:20am: The dean of hospitality studies and chief academic officer will welcome everyone to the second day and review the previous day while providing a schedule for the second day.

9:20am – 10: 35am: The dean of hospitality studies and chief academic officer will conduct an activity in which each participant is to brainstorm the populations of at-risk students at the college followed by verbal and white board sharing and discussion. Finally, data will be presented to highlight the actual populations of at-risk students at the college followed by discussion.

10:35am – 10:50am: Break

10:50am – 11:00am: The dean of hospitality studies and chief academic officer will give an introduction to the second guest educator including presenting the credentials of having a doctorate in education or another related field along with his or her experience in professional development; specifically, at-risk student populations.

11:00am – 12:00pm: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix N. The second guest educator will present how to effectively use the available data at the college in continuing to track the populations of at-risk students.

12:00pm – 1:00pm: Lunch break

1:00pm – 1:25pm: Ted Talks video “A call to reinvent liberal arts education”.

1:25 – 2:00pm: dean of hospitality studies and chief academic officer will debrief the participants about the video and run an open discussion.

2:00pm - 2:15pm: Break

2:15pm – 2:35pm: Ted Talks video “Our failing schools. Enough is enough!”.

2:35pm – 3:10pm: dean of hospitality studies and chief academic officer will debrief the participants about the video and run an open discussion.

3:10pm – 3:25pm: Break

3:25pm – 4:00pm: dean of hospitality studies and chief academic officer will summarize and review the second day along with running a reflection and discussion about the topics covered.

Day #3

8:30am – 9:00am: Participants will be provided refreshments and a light breakfast and begin to gather in the classroom.

9:00am – 9:20am: The dean of hospitality studies and chief academic officer will welcome everyone to the third day and review the previous day while providing a schedule for the third day.

9:20am – 9:30am: The dean of hospitality studies and chief academic officer will give an introduction to the activity to follow which will be an individual based activity.

9:30am – 10:45am: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix O. The second guest educator will conduct an activity in which each participant will work individually to create a lesson plan to fit the strategies, techniques, and support methods for at-risk students in and out of the classroom covered in the two previous days of the workshop.

10:45am – 11:00am: Break

11:00am – 12:00pm: An outline for this portion of the professional development

workshop for use by the guest educator can be found in Appendix P. The second guest educator will conduct a group activity in which participants will be broken up into groups of 4 to share and compare lesson plans. Participants will be encouraged to offer critiques and praise where necessary.

12:00pm – 1:00pm: Lunch break

1:00pm – 1:45pm: An outline for this portion of the professional development workshop for use by the guest educator can be found in Appendix Q. The second guest educator will conduct an activity in which the groups from earlier in the day will rejoin each other and be given an activity to create a lesson plan to support a specific at-risk student. Each group will receive a description of the at-risk student with each group receiving a different situation.

1:45pm – 2:15pm: Each group will present their at-risk student and support plan to the rest of the groups. An open discussion will be encouraged to evaluate the support plan presented and offer critique and praise where necessary.

2:15pm – 2:30pm: Break

2:30pm – 3:15pm: Participants will complete a post-test online found in Appendix C facilitated by the dean of hospitality studies and chief academic officer which will test them on the information covered during the duration of the workshop.

3:15pm – 3:30pm: Break

3:30pm – 4:00pm: dean of hospitality studies and chief academic officer will

summarize and review the workshop in its entirety along with running a reflection and discussion about the topics covered. Finally, the schedule for post workshop evaluations will also be explained.

Formal Post Workshop Evaluations

1. Within 3 months of the completion of the workshop, the dean of hospitality studies and chief academic officer will conduct observations of all participants involved following a formally structured rating scale and checklist (Appendix D) to assess the transfer of learning.
2. Within 6 months of completion of the workshop, surveys will be electronically sent to the student body by the Student Success Department to gain perspectives of the students about the Student Success Department staff and faculty members to assess the transfer of learning. The survey will ask students to provide information about the current level of support in and out of the classroom, their overall interest in the class and the college and if it has changed, their overall motivation in the class and in their education and if it has changed, and their final grades in those classes and overall grade point averages. A copy of the questions of this survey can be found in Appendix F.

Professional Development

Introduction: Program Goals

1. Provide professional development training on the concept of at-risk students in general and specifically, the population of at-risk students at the college.
2. Provide professional development opportunities to collaborate with peers developing plans to effectively support at-risk students.
3. Provide a plan for follow-up evaluations after the workshop has been completed.

Introduction: Program Objectives

1. Participants will be able to define the concept of a at-risk student.
2. Participants will be able to identify current at-risk students at the college.
3. Participants will be able to identify effective methods that support at-risk students.
4. Participants will be able to apply appropriate support methods for at-risk students in and out of the classroom.
5. Participants will be able to collaborate with peers to distinguish between effective and ineffective methods to support at-risk students.

Day #1 Schedule

- 8:30am – 9:00am: Arrival
- 9:00am – 9:30am: Introduction
- 9:30am - 10:45am: Defining and Identifying At-Risk students
- 10:45am – 11:00am: Break
- 11:00am-12:00pm: Group Activity
- 12:00pm-1:00pm: Lunch break

Day #1 Schedule

- 1:00pm – 2:00pm: Effective Support Methods of At-Risk Students
 - 2:00pm – 2:15pm: Break
 - 2:15pm – 3:15pm: Effective Support Methods of At-Risk Students
- Continued
- 3:15pm – 3:30pm: Break
 - 3:30pm – 4:00pm: Summary and Reflection of Day #1

Individual Activity: Create and write down your own definition of an at-risk student

Formal Definition: A at-risk student is any student with a higher probability of failing academically or dropping out of college.

Group Activity: Brainstorm session. How can a student become at-risk? Come up to board and write 1 idea.

How can a student become at-risk?

- IEP or Learning Disability
- Lack of motivation
- Lack of support
- External factors
- Lack of self-advocacy
- Lacking proper academic skills

Discussion: How can I identify at-risk students in the classroom?

How can I identify at-risk students in the classroom?

- Keeping up-to-date grades
- In-class observations
- Contact with Student Success department
- Informal and formal conversations

Discussion: How can I identify at-risk students outside of the classroom?

How can I identify at-risk students outside of the classroom?

- Formal and informal conversations
- Contact with the Student Success department
- Keeping up-to-date grades
- Tracking attendance
- Out-of-class observations

Group Activity: Break into groups of 4 and brainstorm methods of supporting at-risk students. Sharing and discussion to follow.

Methods of Supporting At-risk Students

Methods of Supporting At-risk Students

- Academic Goal Setting and Planning
- Registering for Classes
- Class Attendance
- Alerts and Interventions
- Tutoring
- Supplemental Instruction
- Student Success Courses

Summary and Reflection of Day #1

Day #2 Schedule

- 8:30am – 9:00am: Arrival
- 9:00am – 9:20am: Review of Day #1
- 9:20am - 10:35am: Activity
- 10:35am – 10:50am: Break
- 10:50am-12:00pm: The Effective Use of Available Data
- 12:00pm-1:00pm: Lunch break
- 1:00pm – 1:25pm: Ted Talks video “A call to reinvent liberal arts education”

Day #2 Schedule

- 1:25 – 2:00pm: Debriefing of video and open discussion
- 2:00pm - 2:15pm: Break
- 2:15pm – 2:35pm: Ted Talks video “Our failing schools. Enough is enough!”
- 2:35pm – 3:10pm: Debriefing of video and open discussion
- 3:10pm – 3:25pm: Break
- 3:25pm – 4:00pm: Summary and Reflection of Day #2

Individual Activity: Write down the current populations of at-risk students at the college.

Brainstorming the current populations of at-risk students at the college

Current Populations of At-Risk Students

- Students without Vocational Technical Preparation
- The Major the Student Selected
- Failed Assumption of at-risk Students
 - Student who are Provisionally Accepted
 - Could Students who were Accepted without Provisions be at –risk?

Discussion: What data does the institution currently have that can be used to identify and support at-risk students?

Discussion: How can this available data be used to identify and support at-risk students?

Using Available Data Effectively

- Where Does the Data Exist?
- How Do We Obtain this Data?
- What Data Should We Be Collecting?
- What Does the Data Mean?
- How Can We Apply It?

Formal Strategies for Applying Available Data

- Attendance reports
- Mid-term grades
- Final term grades
- GPA
- Retention reports
- Enrollment reports

Ted Talks: “A call to reinvent liberal arts education”.

http://www.ted.com/talks/liz_coleman_s_call_to_reinvent_liberal_arts_education

Discussion of Ted Talks Video

Ted Talks: “Our failing schools. Enough is enough!”.

http://www.ted.com/talks/geoffrey_canada_our_failing_schools_enough_is_enough

Discussion of Ted Talks Video

Debriefing, Summary, and Reflection of Day #2

Day #3 Schedule

- 8:30am – 9:00am: Arrival
- 9:00am – 9:20am: Review of Day #2
- 9:20am – 10:45am: Activity
- 10:45am – 11:00am: Break
- 11:00am-12:00pm: Group Activity

Day #3 Schedule

- 12:00pm-1:00pm: Lunch break
- 1:00pm – 2:15pm: Group Activity
- 2:15pm – 2:30pm: Break
- 2:30pm – 3:15pm: Online Assessment
- 3:15pm – 3:30pm: Break
- 3:30pm – 4:00pm: Summary and Reflection of the Duration of the Workshop

Activity

Creating a Plan: Implementing the Support Methods of at-risk Students

Creating a Plan: Implementing the Support Methods of at-risk Students

- Create a plan that has the following:
 - Overall topic
 - Learning objectives
 - Activities
 - Support methods in place for at-risk students within the classroom and outside of the classroom
- Overall teaching methods
- Assessments
- Resources
- Potential barriers

Group Activity: Get into groups of 4 and share and compare lesson plans.

Creating a Plan: Sharing and Comparing

Group Activity: Get into the groups you were previously in last session. A scenario will be provided to you.

Matching Support Methods of at-risk Students to Specific Situations

Matching Support Methods of at-risk Students to Specific Situations

- Each group is to create a lesson plan for a class of their choosing *that caters to their specific at-risk situation* using their notepads that covers the following:
 - Overall topic
 - Learning objectives
 - Activities
- Support methods in place for the at-risk student within the classroom and outside of the classroom
- Overall teaching methods
- Assessments
- Resources
- Potential barriers

Group Sharing of Lesson Plans and Discussion

Online Assessment

Assessing the Transfer of Learning from the Workshop

Summary and Reflection of the Workshop

Post Workshop Evaluations

- Observations
 - Within 3 Months
 - Structured Rating Scale and Checklist
 - Assessment of Transfer of Learning
- Student Survey
 - Within 6 Months
 - Electronic
 - Assessment of Application of Learning into Practice

Appendix B: Letter of Approval

The Restaurant School at Walnut Hill College
4207 Walnut St. Philadelphia, PA 19104
215-222-4200

April 6, 2016

Dear Joshua L. Seery,

Based on my review of your research proposal, I give permission for you to conduct the study entitled “First-Year Student Persistence and Major, Vocational Technical Preparation, and Provisional Acceptance at a Private For-profit Hospitality College” within the The Restaurant School at Walnut Hill College. As part of this study, I authorize you to gather data from the August 2014 full-time class start with regard to the total number of students enrolled, the total number of students enrolled in each major (Culinary Arts, Pastry Arts, Restaurant Management, and Hotel Management), the total number of students provisionally accepted, the total number of students with vocational technical preparation, and the total number of students who withdrew from the college before their Sophomore 1 term. As part of this study, I authorize you to disseminate the research findings to the administration of the college as well as in the form of conferences presentations and published scholarly articles.

We understand that our organization’s responsibilities include: a student success advisor or another representative of the college gathering the requested data from CampusVue Student and other saved documents vital to the study and sending such data to you in a Microsoft excel spreadsheet. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting and that this plan complies with the institution’s policies related to data use and students’ right to privacy.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student’s supervising faculty/staff without permission from the Walden University IRB.

Sincerely,
David E. Morrow
Dean and Chief Academic Officer
The Restaurant School at Walnut Hill College
4100 Walnut Street, Room C107
Philadelphia, PA 19104
267-295-2357

Appendix C: Post-Test of Workshop Participants

All questions for this test are open-ended.

1. Provide a description of what an 'at-risk' student is:
2. How can you as a faculty member support at-risk students in the classroom? If you are a student success advisor, please skip this question.
3. How can you as a faculty member support at-risk students outside of the classroom? If you are a student success advisor, please skip this question.
4. How can you as a student success advisor support at-risk students? If you are a faculty member, please skip this question.
5. To the best of your knowledge, please provide a description of what population (s) of students are currently at-risk at your institution:

Appendix D: Monthly Observation Form

Name:
 Position/Department:
 Review period start:
 Review period end:
 Reviewer:

Please indicate the number which best represents the employees *Effectiveness as a Staff Member* with a 5 indicating “Always” and a 1 indicating “Never”.

Uses current techniques appropriate for supporting at-risk students within the classroom.

5 4 3 2 1

Uses current techniques appropriate for supporting at-risk students outside of the classroom.

5 4 3 2 1

Is available outside of class to help students.

5 4 3 2 1

Incorporates course materials/activities to promote listening, speaking, writing and higher order thinking skills of all students.

5 4 3 2 1

Demonstrates enthusiasm for teaching, learning, and supporting students.

5 4 3 2 1

Demonstrates advanced planning and preparation for supporting students.

5 4 3 2 1

Keeps accurate records (i.e., grades, attendance rosters, test scores, etc.).

5 4 3 2 1

Shows consideration for the needs of at-risk students.

5 4 3 2 1

Develops course syllabi, handouts, tests, etc. that reflect high quality content and appearance.

5 4 3 2 1

Encourages students to pursue support outside of the classroom i.e. Student Success Department and tutoring.

5 4 3 2 1

Contributes to the success of students at risk and to their retention in the College.

5 4 3 2 1

Please summarize the instructors *Effectiveness as a Staff Member*:

Notes

Evaluation Summary: ### (total/55)

Notes

EMPLOYEE ACKNOWLEDGMENT:

I have reviewed this document and discussed the contents with the Chief Academic Officer and Dean of Hospitality Studies. My signature means that I have been advised of my performance status and does not necessarily imply that I agree with the evaluation.

Employee Signature _____ Date _____

Supervisor's Signature _____ Date _____

Appendix E: Survey of Students Before the Workshop

1. Instructors effectively support students within the classroom
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

2. Instructors effectively support students outside of the classroom
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. The Student Success Department effectively supports students
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

4. I am interested in all of the classes I am currently enrolled in
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

5. I am supportive and proud of the college I am attending
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Appendix F: Survey of Students after the Workshop

1. Instructors effectively support students within the classroom
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

2. Instructors effectively support students outside of the classroom
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. The Student Success Department effectively supports students
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

4. I am interested in all of the classes I am currently enrolled in
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

5. My overall interest in classes has increased in the last 6 months
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

6. I am supportive and proud of the college I am attending
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

7. My overall support and pride of the college has increased in the last 6 months
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

8. My overall motivation and effort has increased in the last 6 months with regard to my classwork
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

9. My GPA has increased in the last 6 months
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Appendix G: Topics for Faculty Council Meeting

- Introduction to the planned professional development workshop will include provisions of overall expectations and session logistics to include dates and times.
- Provide an open discussion about the concept of at-risk students to gather thoughts and opinions about the concept.
- Provide a breakdown of the schedule of the professional development workshop with a focus on the topics covered.
- Provide an open discussion to gather thoughts and opinions about the structure and topics covered in the professional development workshop.

Appendix H: Pre-Test of Workshop Participants

All questions for this test are open-ended.

1. Provide a description of what a 'at-risk' student is:
2. How can you as a faculty member support at-risk students in the classroom? If you are a student success advisor, please skip this question.
3. How can you as a faculty member support at-risk students outside of the classroom? If you are a student success advisor, please skip this question.
4. How can you as a student success advisor support at-risk students? If you are a faculty member, please skip this question.
5. To the best of your knowledge, please provide a description of what population (s) of students are currently at-risk at your institution:

Appendix I: Weekly Update Form

Name:
 Position/Department:
 Date:
 Week of Term:

Directions

Reflect upon the past week and answer the following questions openly. Once you complete this form, email it to the Chief Academic Officer and Dean of Hospitality Studies.

Questions
1) Please describe new strategies or methods you have employed to improve your support of at-risk students within the classroom over the last week.
Type your response here.
2) Please describe new strategies or methods you have employed to improve your support of at-risk students outside of the classroom over the last week.
Type your response here.
3) Please describe your plans for improving your support of at-risk students over the next week. In what areas have you been dissatisfied with your support of at risk students? What specific plans for improvements have you considered? What could the college do to support you in improving your effectiveness of supporting at-risk students?
Type your response here.

Reflect upon Question #3 above and list your key goals and objectives you plan to achieve over the next week.

(add more if necessary)

EMPLOYEE ACKNOWLEDGMENT:

I completed this document and discussed the contents with the chief academic officer and dean of hospitality studies. My signature means that I have been advised of my performance status and does not necessarily imply that I agree with the evaluation.

Employee Signature _____ Date _____

Supervisor's Signature _____ Date _____

Appendix J: Outline for Day 1 at 9:40am

- After being introduced by the chief academic officer and dean of hospitality studies, provide a further introduction and brief professional history (optional).
- Activity: Have each participant create and write down a definition of what they believe an at-risk student is. This should be an individual activity that lasts seven minutes. After they have created their own definitions, ask for about five volunteers to share their definitions noting similarities and differences. While they share their definitions, write on the board keywords and after the volunteers have shared, have the group as a whole create one united definition.
- Present formal definition of an at-risk student.
- Ask the group to compare and contrast the definition they created and the formal definition.
- Activity: Have everyone come up to the board, a few participants at a time, and brainstorm ways a student can become at-risk. Have each participant write on the board one thing that could contribute to a student being at-risk.
- Present the formal list of ways a student can become at-risk.
- Ask the group to compare and contrast the list they created on the board and the formal list of ways a student can become at-risk.
- Discussion: How can staff identify at-risk students in the classroom?
- Present formal identification strategies.
- Discussion: How can staff identify at-risk students outside of the classroom?
- Present formal identification strategies.
- Summarize and conclude session.
- Q&A.

Appendix K: Outline for Day 1 at 11:00am

- Provide a quick review from the first session.
- Provide a quick overview of this session stating the focus of brainstorming strategies to support at-risk students.
- Activity: Have the group break up into groups of 4 and instruct them to face their chairs towards each other. Each group will need a scribe to write down their ideas. Once they are in their groups, provide directions to brainstorm as a group as many strategies that they can think of in supporting at-risk students; 20 minutes. The next step is to have each group verbally share and explain their lists. As they share their lists, compare and contrast the lists of all groups while asking groups to expand on certain items presented. Encourage the group to discuss certain strategies presented and whether they would be effective in supporting at-risk students.
- Summarize and conclude session.
- Q&A.

Appendix L: Outline for Day 1 at 1:00pm

- Provide a quick overview of this session stating the focus of learning formal strategies to support at-risk students.
- Provide a quick review of the brainstormed strategies to support at-risk students from the previous session.
- Present formal strategies in supporting at-risk students including but not limited to:
 - Academic goal setting and planning
 - The importance of registering for classes before they begin
 - Class attendance
 - Alerts and Interventions
- Ask the group to compare and contrast the list they created and the strategies being presented.
- Summarize and conclude session.
- Q&A.

Appendix M: Outline for Day 1 at 2:15pm

- Provide a quick overview of this session stating the focus of learning additional formal strategies to support at-risk students.
- Provide a quick review of the strategies presented in the previous session to support at-risk students from the previous session.
- Present additional formal strategies in supporting at-risk students including but not limited to:
 - Tutoring
 - Supplemental instruction
 - The importance of a student success course
- Ask the group to compare and contrast the list they created and the strategies being presented.
- Summarize and conclude session.
- Q&A.

Appendix N: Outline for Day 2 at 11:00am

- After being introduced by the chief academic officer and dean of hospitality studies, provide a further introduction and brief professional history (optional).
- Provide a quick overview of this session stating the focus of how to effectively use available data to identify and support at-risk students.
- Activity: Have participants individually brainstorm current populations of at-risk students at the college. Have them share their ideas and write them on the board.
- Present actual current populations of at-risk students.
- Discussion: What data does the institution currently have that can be used to identify and support at-risk students? The student success advisors would be the focus as they have direct access to the CampusVue Management system. Write the items discussed on the board. Be sure to ask questions to try and brainstorm as much available data as possible.
- Discussion: How can this available data be used to identify and support at-risk students? Write ideas on the board.
- Present formal strategies in using available data to identify and support at-risk students.
- Compare and contrast the lists the group created and the formal strategies presented.
- Summarize and conclude session.
- Q&A.

Appendix O: Outline for Day 3 at 9:30am

- Provide a quick overview of this session stating the focus of creating a lesson plan and applying what has been learned thus far about supporting at-risk students.
- Provide a quick review of the strategies presented in the previous sessions to support at-risk students.
- Activity: Have each participant (to be completed individually) create a lesson plan for a class of their choosing using their notepads that covers the following:
 - Overall topic
 - Learning objectives
 - Activities
 - Support methods in place for at-risk students within the classroom and outside of the classroom
 - Overall teaching methods
 - Assessments
 - Resources
 - Potential barriers
- Be sure to walk around and review their lesson plans as they are being created and offer suggestions.
- Summarize and conclude session.
- Q&A.

Appendix P: Outline for Day 3 at 11:00am

- Provide a quick overview of this session stating the focus of sharing the lesson plans from the previous sessions in groups.
- Provide a quick review of the strategies presented in the previous sessions to support at-risk students.
- Activity: Have the participants get into groups of 4 and instruct them for their chairs to be facing each other. Provide directions that each group member will share his or her lesson plan with the group. Instruct the participants that they should criticize and praise the lesson plans of other group members, offer suggestions, and adapt the lesson plans as a group.
- Be sure to walk around from group to group offering suggestions as necessary.
- Summarize and conclude session.
- Q&A.

Appendix Q: Outline for Day 3 at 1:00pm

- Provide a quick overview of this session stating the focus of creating a lesson plan and applying what has been learned thus far about supporting at-risk students for specific situations.
- Provide a quick review of the previous sessions.
- Activity: Have the participants get back into the groups they were in during the previous session. Provide each group with one of the scenarios listed below:
 - A student has enrolled a week after classes have already began
 - A student has enrolled directly from high school that struggled academically while in high school
 - A student is currently failing your class at the mid-point of the term
 - A student is having issues and home
 - A student is working over 50 hours a week to help pay for tuition is struggling in class
 - A student who is shy and afraid to approach an advisor and instructor for extra support
- Each group is to create a lesson plan for a class of their choosing *that caters to their specific at-risk situation* using their notepads that covers the following:
 - Overall topic
 - Learning objectives
 - Activities
 - Support methods in place for the at-risk student within the classroom and outside of the classroom
 - Overall teaching methods
 - Assessments
 - Resources
 - Potential barriers
- Be sure to walk around and review their lesson plans as they are being created and offer suggestions.
- Each group will present their at-risk student and lesson plan to the rest of the groups upon completion. Have the groups plan their presentation strategy and present in the front of the classroom. An open discussion will be encouraged to evaluate the support plan presented and offer critique and praise where necessary.
- Summarize and conclude session.
- Q&A.