



# SHARING SCHOLARSHIP

— EXPANDING ACCESS TO QUALITY EXPERIENTIAL EDUCATION —

AN INITIATIVE OF THE NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION

## NSEE DISSERTATION OF THE YEAR 2019

### AUTHOR

**Name:** Kristina Phillips

**Current Position:** Associate Director of College Programs

**Current Institution:** University of Mississippi

**College/Department:** Division of Outreach

**Degree Awarded:** Ed.D.

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### DISSERTATION

**Granting Institution:** University of Mississippi

**College/Department:** School of Education

**Dissertation Title:** "Increasing Access to High-Impact Practices: A Case Study on Internships at the University of Mississippi"

**Dissertation Citation:** Phillips, K. & Saxon, J. (2018). *Increasing access to high-impact practices: A case study on internships at the University of Mississippi*. (Doctoral Dissertation, University of Mississippi, 2018.) Retrieved from <https://egrove.olemiss.edu/etd/1724/>

**Dissertation Advisors:**

Amy Wells Dolan (chair), Ph.D., Associate Dean, University of Mississippi School of Education

Laura Antonow, Ph.D., Director of College Programs, University of Mississippi Division of Outreach

Phillis George, Ph.D., Assistant Professor, University of Mississippi School of Education

Kate Kellum, Ph.D., Associate Director of Institutional Effectiveness and Associate Professor of Psychology, University of Mississippi

**Date of Thesis Defense:** May 31, 2018

**Abstract:**

This dissertation-in-practice case study aims to assess internships opportunities at the University of Mississippi (UM) while determining potential barriers for access among African American students and students with low socioeconomic backgrounds. Internships are a high impact practice, as identified by the American Association for

Colleges and Universities (AAC&U) that provide students with tangible, real-world experience to prepare for careers after graduation. Experiential learning theories (Kolb, 1984; Dewey, 1938) and high-impact practices (Kuh, 2008) establish the importance of student engagement outside of traditional classroom settings. The patterns and frequency of internship participation are not clear for University of Mississippi students. Research suggests that minority students do not participate in high-impact practices because of differences in social, financial, and cultural capital (Luo & Drake, 2014). The proposed study seeks to identify patterns in internship opportunities and participation while determining barriers to participation.

The first component of research is analyzing internship course enrollment data from the University of Mississippi Institutional Research, Effectiveness, and Planning (IREP) office. After analyzing this data, ten focus groups were formed with undergraduate students to discuss and assess internship resources at the University of Mississippi. Students who self-identified as having completed internships were invited to individual interviews. Focus group and interview data were analyzed to make recommendations to the UM community from the identified themes of: 1) internship knowledge, 2) university support, 3) financial challenges, and 4) personal networks.

**Electronic Access:** <https://egrove.olemiss.edu/etd/1724/>

**Key Search Words:** African American Students, Low Income Students, Internship Programs, Access to High-Impact Practices, Experiential Learning

## **AUTHOR PROFILE**

Kristina Phillips is the Associate Director of College Programs in the University of Mississippi (UM) Division of Outreach. Her collaborative dissertation study was sponsored by the B.A. Rudolph Foundation and focused on access and interdepartmental collaboration for internships. She presented the study at the 2018 NSEE Conference in Savannah, GA. Kristina also presented on implementing the UM Internship Coordinators Network at the Mississippi/Louisiana Association for Colleges and Employers Annual Conference in 2019. She serves on UM's Completion and Student Success (CASS) Advisory Board, served as the chair of an AAC&U working group on high-impact practices and student success, and was a member of UM's 2019 Southern Association of Colleges and Schools (SACSCOC) Quality Enhancement Plan (QEP) Implementation Team. She enjoys serving her community with the Upsilon Iota Omega chapter of Alpha Kappa Alpha, Sorority, Inc., and spending time with her husband, Tyson, and son, Preston.



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## NSEE DISSERTATION OF THE YEAR 2019

### AUTHOR

**Name:** Jennifer N. Saxon

**Current Position:** Associate Athletics Director for Student-Athlete Enhancement

**Current Institution:** University of Mississippi

**College/Department:** Athletics

**Degree Awarded:** Ed.D.

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### DISSERTATION

**Granting Institution:** University of Mississippi

**College/Department:** Higher Education

**Dissertation Title:** "Increasing Access to High-Impact Practices: A Case Study on Internships at The University of Mississippi"

**Dissertation Citation:** Phillips, K. & Saxon, J. (2018). *Increasing access to high-impact practices: A case study on internships at the University of Mississippi*. (Doctoral Dissertation, University of Mississippi, 2018). Retrieved from <https://egrove.olemiss.edu/etd/1725/>

#### **Dissertation Advisors:**

Amy Wells Dolan (chair), Ph.D., Associate Dean, University of Mississippi School of Education

Laura Antonow, Ph.D., Director of College Programs, University of Mississippi Division of Outreach

Phillis George, Ph.D., Assistant Professor, University of Mississippi School of Education

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Universities (AAC&U) that provide students with tangible, real-world experience to prepare for careers after graduation. Experiential learning theories (Kolb, 1984; Dewey, 1938) and high-impact practices (Kuh, 2008) establish the importance of student engagement outside of traditional classroom settings. The patterns and frequency of internship participation are not clear for University of Mississippi students. Research suggests that minority students do not participate in high-impact practices because of differences in social, financial, and cultural capital (Luo & Drake, 2014). The study sought to identify patterns in internship opportunities and participation while determining barriers to participation.

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**Electronic Access:** <https://egrove.olemiss.edu/etd/1725/>

**Key Search Words:**

Internships, Case Study, High-Impact Practice, African American, Low-Socioeconomic

## **AUTHOR PROFILE**

Dr. Jennifer Saxon is in her fifth year at Ole Miss, currently serving as the Associate Athletics Director for Student-Athlete Enhancement. Saxon joined the Ole Miss Athletics team in 2014 after a five-year stint at South Carolina State where she served as Senior Women's Administrator and Assistant AD for Athletics Academic Enhancement. Saxon, who has a bachelor's in physical education/health education services, as well as a master's in counselor education/secondary education from South Carolina State, completed her doctorate from the University of Mississippi in higher education personnel, where she completed a dissertation in conjunction with Dr. Kristina Phillips entitled "Increasing Access to High-Impact Practices: A Case Study on Internships at the University of Mississippi." The study was sponsored by the B.A. Rudolph Foundation. Dr. Saxon and Dr. Phillips presented their dissertation findings at the 2018 National Society for Experiential Education (NSEE) Conference in Savannah, Georgia. In 2019, Dr. Saxon and Dr. Phillips were recognized for their work at the National Society for Experiential Education (NSEE) Conference with the Dissertation of the Year Award.

The Orangeburg, South Carolina, native brings a wealth of experience in student-athlete development to Ole Miss. She oversees Ole Miss Student-Athlete Enhancement, and Saxon spearheaded the establishment of the Ole Miss Training Program, which provides student-athletes with an opportunity to gain valuable professional experience while maintaining their respective athletics schedules. Saxon also serves on several university committees to include The Office of the Provost's Completion and Student Success Advisory Board (CASS) and the Council on Community Engagement. She is also a member of the Board of Directors for CASA (Court Appointed Special Advocates) of Lafayette County. Saxon is a 2018 graduate of the NCAA/Women Leaders in College Sports Institute for Administrative Advancement and a 2013 graduate of the Dr. Charles Whitcomb Leadership Institute. She holds memberships in the National Association of Academic Advisors for Athletics (N4A), Minority Opportunities Athletic Association MOAA and Women Leaders in Colleges and Sports.



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