Advising Strategies for Students who are on Academic Probation, Facing Dismissal, or Seeking Reinstatement

Webinar Discussion Handout

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Overview

In February 2010, then NACADA Probation / Dismissal / Reinstatement (PDR) Issues Interest Group Chair Shelly Gehrke was joined by a panel of Interest Group members to discuss Advising Students on Academic Probation. Laying the foundation for this topic, Shelly’s team discussed how we define “student on academic probation,” factors that place students at risk for being placed on probation, typical probationary policies, stakeholders responsible for supporting students on academic probation, and the role and responsibilities of those who advise these students. Some institutional programs that are supportive of this student population were considered and useful resources for advisors shared.

In this follow-up event, current PDR Issues Interest Group Chair Joy Cox is joined by a new panel of Interest Group members who will discuss their work in meeting the needs of these students. Topics to be address include:

- Models for specific programs that work with students on probation, including international institutions
- Early alert mechanisms
- Methods for intervention
- Materials for working with students on probation, including online components

References and Recommended Resources:

Our expert panelists have generously shared many of the resources used to support PDR students at their respective institutions. Whether you advise for a small and selective STEM program or a large undecided population – Our panelists PDR support models share:

1. Early Alert systems
2. Immediate interventions and ongoing follow-up schedules
3. Supports that encourage students to develop time-management skills and a long term plan
4. Resources that assist the student in a self examination process, allowing them to identify challenges
5. Asynchronous web resource supports
Probation Outline

What is Academic Probation?
Serves as a warning that poor academic performance or failure to complete requirements in a timely fashion may jeopardize future enrollment status at and graduation from the University of Illinois.

Types of Academic Probation:

<table>
<thead>
<tr>
<th>Beginning Freshman</th>
<th>Code1</th>
<th>Beginning freshman who does not earn at least a 2.00 (C) University GPA in the first semester is placed on a 2.00 probation for the next term</th>
</tr>
</thead>
<tbody>
<tr>
<td>All other students</td>
<td>Code1A</td>
<td>A student whose cumulative University GPA ≥ 2.00 and who does not earn at least a 2.00 in any semester or summer session is placed on a 2.00 probation for the next term</td>
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<td>Code1B</td>
<td>A student whose cumulative University GPA is 1.75-1.99, inclusive, is placed on a 2.25 probation</td>
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<td></td>
<td>Code1C</td>
<td>A student whose cumulative University GPA &lt; 1.75 is placed on 2.33 probation</td>
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<td></td>
<td>Code1G, 1H, 1P, 1T</td>
<td>College-determined probation levels assigned at grade audit.</td>
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Biology Majors

Low Core Grades
If you have received a C- or lower in one or more MCB core courses, it is recommended that you meet with an advisor. Previous experience has shown that students who do poorly in a core course tend to struggle with future MCB courses.

Low Major GPA
MCB majors are required to have a major GPA of 2.00 or better. If your major GPA <2.00 you will be required to meet with an advisor and a hold will be placed on your account until you do.

Once notified of your academic status you will be asked to meet with an advisor and sign an advising contract to participate in our probation program. Through this program you will be required to meet with an advisor (ideally the same one) at least three times during the semester.

Once you have completed your required 3 meetings you may continue to meet with your advisor should you find it necessary and/or beneficial. If you miss any of the three required meetings a hold will be placed on your account until a meeting is scheduled.
Ways To Get Help

Seek advice from your Academic Advisor as soon as you know of your academic status or are notified by an advisor. We are here to help you get back on track. The advising staff will discuss with you what went may have gone wrong and help strategize a new plan and help set new and attainable goals.

If you are struggling with a particular class; see the professor or TA during his/her office hours. Even seek help from your fellow students who may have a better grasp of the class and form a study group. Collaboration and perseverance will help you prevail.

TUTORING SERVICES:

Molecular and Cellular Biology Tutoring: The MCB Club: Ligase offers free peer tutoring for any student enrolled in a MCB core course. Individual peer-tutoring appointments can be scheduled by emailing ligaseuiuc@gmail.com.

Chemistry Learning Center: The Chemistry Learning Center (212 Chemistry Annex) offers a variety of services to assist you with your chemistry courses. Free drop-in tutoring is also available during the hours posted on their web site, http://www.chem.uiuc.edu/clcwebsite/. For more information call (217) 333-2998.

Mathematics Tutoring: The Department of Mathematics offers free tutoring for a few math courses. Consult the math website, http://www.math.uiuc.edu/UndergraduateProgram/tutoring.html

Physics Tutoring: Fee-based tutoring is available through the Physics Department (from $8 to $15/hr). Listing will be updated by week 4 of SP11 semester, but many of the FA10 tutors will still be available. Visit http://physics.illinois.edu/courses/tutors.pdf for more information.

Office of Minority Student Affairs: The Office of Minority Student Affairs offers a variety of services including tutoring, review sessions and supplemental instruction. Consult the website for more information on these and other services: http://www.omsa.illinois.edu/academics/.

Writer’s Workshop: The Writers’ Workshop, part of the Center for Writing Studies, provides free writing assistance for University of Illinois students, faculty and staff from all disciplines and levels. Discuss your writing with consultants who are experienced writers and teachers of writing. Consult the website below for a listing of sites offering Writer’s Workshop. http://www.cws.illinois.edu/workshop/
Keep Internally for Advisors Only
Meeting with your MCB Advisor.

PRO Advising Meeting #1:
- Probation Semester Advising Agreement: Expectations, semester restrictions, required advising meetings. Signed by you and your advisor. You receive a copy and the Advising office will keep a copy.
- Discuss potential problems either academic/personal that contributed to academic difficulties.
- Go over student resources (advising, tutoring, mental/physical counseling, office hours)
- Set up Advising meeting #2 and Assign Homework
  - Complete instructor/TA contact info, office hours, exam schedule
  - Weekly schedule/planning sheet.

PRO Advising Meeting #2:
- Within 2 weeks after first meeting
- Continue to discuss underlying problems and if student has began utilizing resources.
- Discuss previous and current academic/career goals; think about refining said goals.
- Set up Advising meeting #3

PRO Advising Meeting #3:
- During week following first exams
- Discuss how classes are going, if study habits/strategies have changed.
- Identify strategies that are working; identify aspects that need additional help.
- Continue broader discussion of long-term goals and if current education and training is serving these goals.
- Discuss drop deadline and make sure grade replacement requests have been made.
- Determine whether further meetings are needed, and if so schedule them.
Probation Semester: Academic Self-Assessment

Academic difficulties point to underlying factors that are impeding your ability to succeed in your studies. In an effort to help you improve your academic performance, we ask you to complete this assessment prior to your first meeting with your advisor.

Check any of the following factors that apply to **LAST** semester, but also make note of any that continue to affect your ability to do well in your courses. Your comments will help clarify the nature and extent of these areas and aid our discussions.

<table>
<thead>
<tr>
<th>Class/Study Concerns:</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Inadequate study strategies</td>
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<tr>
<td>Harder-than-anticipated classes</td>
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<tr>
<td>Weak high school preparation in some areas</td>
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<tr>
<td>Difficulty managing time/procrastination</td>
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<tr>
<td>Unhappy with teaching skills of instructor</td>
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<td>Excessive/unbalanced semester course load</td>
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<td>Other:</td>
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<th>Family/Social Adjustment</th>
<th>Comments</th>
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<td>Adjustment to living in America</td>
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<td>Adjustment to living at U of Illinois</td>
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<td>Separation from home/family/friends</td>
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<td>Housing/roommate issues</td>
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<td>Home or family problems</td>
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<td>Difficulty making friends</td>
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<td>Other:</td>
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<tr>
<th>Career/Major Issues</th>
<th>Comments</th>
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<tr>
<td>Unsure of choice of major</td>
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<td>Major was chosen for me by others</td>
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<tr>
<td>Unable to decide between majors</td>
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<td>Uncertain career goals or plans</td>
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<td>Unsure of interests, skills and abilities</td>
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<td>Other:</td>
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<tr>
<th>Other Personal Issues</th>
<th>Comments</th>
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<tr>
<td>Financial difficulties</td>
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<tr>
<td>Demanding employment schedule</td>
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<tr>
<td>Physical health problems/injury</td>
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<td>Use of alcohol/drugs</td>
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<td>Stress and anxiety</td>
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<td>Loneliness</td>
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<td>Lack of motivation</td>
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Study Strategies:
For each item, circle the choice that best applies to your LAST semester – address those classes in which you did not perform well:
Use the following general ranking for your answers:

<table>
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<th>1 never</th>
<th>2 rarely</th>
<th>3 sometimes (about 50%)</th>
<th>4 often (about 80% or more)</th>
<th>5 always</th>
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</table>

1. I completed reading assignments before the lecture or discussion classes for which these topics were intended to be preparation:
   1 2 3 4 5

2. I reviewed lecture notes on the SAME DAY as the lecture in order to annotate them with remembered details, consult the text for clarification and write down questions for which I intended to seek help:
   1 2 3 4 5

3. I used my professor’s and/or TA’s office hours to get answers to questions or to just generally improve my understanding of the concepts.
   1 2 3 4 5

4. I typically waited until an exam was scheduled (e.g. 2-3 days before the test) before reading textbooks or reviewing lecture notes.
   1 2 3 4 5

5. I seemed to review the wrong material for quizzes and tests. I wasn’t clear about what material would be covered.
   1 2 3 4 5

6. I seemed to prepare in the wrong ways for quizzes and tests – I thought I knew the material, but couldn’t catch on to the choice or phrasing of either the questions or answers:
   1 2 3 4 5

7. I depended on last minute cramming – For example, I began my study for quizzes on the day of and for exams on the night before:
   1 2 3 4 5

8. I took advantage of campus resources such as Study Skills workshops (through the MCB Advising Program and the Counseling Center) and tutors (available through departments, RSOs or other offices).
   1 2 3 4 5
Have you made changes in the study habits you will employ this semester? List any ideas you have to improve your study skills for this semester:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________

Time Management

1. How much time did you spend each week LAST semester for

   _____ studying outside of class Monday-Friday (per credit hour)?
   _____ studying outside of class on the weekends?
   _____ Employment and/or volunteering?
   _____ Undergraduate research?
   _____ Other:

2a. Did you have trouble finding enough time for studying last semester? _____ Yes _____ No

2b. If yes, how have you changed your time commitments for this semester?
Probation Semester Advising Agreement

Student name: ___________________________________  Semester: ____________

UIN: _____________________  Major: ___________________  Year: ____________

☐ As a student on academic probation, I understand that it is my responsibility to work vigorously throughout this semester to identify factors that have been impeding my academic progress and to make changes that will promote future success. I understand that my academic advisor is a key collaborator in my efforts to find helpful resources and to use them effectively. For this reason, a minimum of three (3) meetings with my advisor are required during this probationary semester, to be scheduled tentatively as follows:

Appointment #1: Within the first week of classes during this probationary semester.
Appointment #2: Within 2 weeks of the first advising meeting.
Appointment #3: During the week immediately following my first exam in difficult classes.
Appointment #4: During the week prior to the drop deadline for 16 week semester courses.
Appointment #5: Prior to the registration period for next semester (recommended).
Appointment #6: Near end of the current semester (recommended).

☐ I understand that, if I do not minimally follow through with the first three appointments described above, an advising hold will be placed on my account that will prevent me from dropping, adding or changing class(es) or registering for next semester’s classes.

☐ I understand the following conditions apply to me this semester and are relevant to my ability to remain eligible for continued enrollment after this probationary semester as a student in a Biology major at the University of Illinois at Urbana-Champaign.

1. I must earn a minimum semester overall GPA of _________ in order to remain eligible to enroll for the following semester.
2. I need a minimum of _________ hours of “B” work in required courses of my Biology major to attain a major GPA of at least 2.0 that is necessary to graduate in the major.
3. I am not allowed to elect to take a course for Credit/ No Credit while on probation.
4. I must be enrolled in at least 12 hours while on probation.
5. I must make progress towards my current major or another major to which I plan to transfer.
6. Other: ________________________________

Key semester drop deadlines:
1. To drop a first half semester course: _________________.
2. To drop a full semester course: _________________.

☐ I acknowledge that I have read and understand the conditions of and expectations for my probationary semester.

_________________________________________  ____________________________
Student’s Signature  Date

_________________________________________  ____________________________
Advisor’s Signature  Date
**Weekly Schedule and Planning Sheet**

**Suggested uses for this weekly calendar:**

1. **To document your current activities during a typical week:** Throughout the coming week, record your class times, study times, use of TA/Instructor office hours, eating, sleeping, working, volunteering, student organization activities, exercising and relaxing. Be as accurate as possible: E.g. your reported “study” times should be limited to periods of **focused time** (even 10 min. stretches without distractions) for class reading, assignments, and discussions with others that are on task.

2. **To establish your maintenance studying routine** (see Maintenance Studying for a description and strategies).

3. **To assess your schedule every few weeks and enhance the effectiveness of your time management!**

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<tr>
<th>Time</th>
<th>Monday</th>
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<th>Wednesday</th>
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<th>Friday</th>
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Maintenance Studying

**What?**
Recurring weekly. Course work that is essential to keeping up to date in your classes (e.g. assigned readings, weekly class assignments, pre-labs, written lab reports, daily review of lecture notes, etc.).

**When?**
On a consistent basis before, between or after classes, throughout your day. Make efficient use of all breaks throughout the day so that you have evenings and weekends free to focus on major projects and exam preparation.

**Why?**
- Sets up a study routine during the week that is predictable and that prevents recurring cycles of excessive, overwhelming coursework demands.
- Makes use of the “down time” in most days that is easily overlooked for its potential to keep routine course demands manageable and on track.
- Frees up each evening and weekend for the more sustained efforts of major papers, projects and exam preparation.

**Where?**
- **AWAY from distractions**: Don’t be sidetracked by texting and email – *turn it off*. Use earbuds to filter out noise.
- **Locations**: libraries, coffee shops, Illini Union, Chemistry and MCB Learning Centers, unoccupied classrooms.

**How Much?**
- Enough to complete ALL required class reading and routine assignments for each week.
- Limit your work to 2 hours at a time with short breaks in between.

**Key Points to Remember**
- **REMOVE distractions – Stick to your plan** and don’t be easily lured into alternative activities.
- **Set realistic and specific GOALS** for your study time – stay focused.
- **Re-evaluate** your daily study regimen every few weeks and modify if necessary.
- **Remember that reclaiming just 10 min that might otherwise be wasted in each hour yields an extra 1.5 hours of meaningful study by the end of your day!**
- You will be busier during the day, but have more free time in evenings and weekends.
## MCB Probation Progress Advising Form

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Advising Meeting #: _______</th>
<th>Date: ________________</th>
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<table>
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<tr>
<th>Probation Level: ________________</th>
<th>Major/ Minor: __________________________</th>
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<tr>
<th>Netid: ___________________________</th>
<th>UIN: ____________________________</th>
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<tr>
<th>Goals during the probation semester</th>
<th>Current semester courses:</th>
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<th>Steps taken/ developments since last discussion:</th>
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<tr>
<th>Student’s assessment of current progress (assignment, quiz and exam scores + general impression of course status):</th>
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<tr>
<th>Today: NEW needs, goals, referrals and/or action items</th>
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### Next appointment:

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<th>Date:</th>
<th>Time:</th>
<th>Location:</th>
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### Contact Information:

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<th>Advisor:</th>
<th>Email:</th>
<th>Phone:</th>
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</table>

MCB Advising Program: 173 Burrill Hall; Phone: 217.333.6774; Email: advising@mcb.uiuc.edu
Kinesthetic Learner

Characteristics

- Well-coordinated
- Constant need to move
- Abundant use of the five senses
- Adept physical and motor skills
- Gain more from brief readings
- Enjoy adventure, competition, and challenge
- Greatest learning comes from hands-on activities, trial and error experiments, and relating material to real life
- Succeed in careers such as athletes, architects, gardeners, and actors
- Make up about 2.5% of learners

Difficulties

- Having good interpersonal skills
- Spelling
- Communicating or expressing emotions without physical closeness/actions
- Recalling what is seen or heard
- Sticking to one activity for long periods of time and sitting still

Study Strategies

- Schedule your homework and study sessions so you can take breaks and move around between readings
- Take good notes during class—this will force you to pay attention and process information
- Try enrolling in classes that only meet for one hour increments since long once-a-week classes normally require too much sitting and listening time.
- Form study groups.
- Use flash cards. The act of creating and organizing flash cards helps the concepts stick.
- Utilize learning games or turn reviewing material into a competitive activity.
- Make lists, construct models, create concept maps, come up with examples, and collect photos or charts for the notes you wrote down. This can be greatly aided through use of technology.
- Utilize review material such as practice exams or chapter quizzes to study for large exams.
- Change study locations. Try lying on your bed or sitting on the floor rather than at a desk.
- Find an academic “coach” to provide support and help set goals and stay on track.
- Engage in learning opportunities like labs, studios, field trips, and role play situations.

“All the world is a laboratory to the inquiring mind.”

-Martin H. Fischer
Characteristics

- Great listeners
- Like to read aloud to self
- Not afraid to speak in class
- Like to give oral reports/presentations
- Good at explaining and remembering names
- Notices sound effects and changes in tones
- Enjoys music and theatre
- Exceed in grammar and foreign languages
- Succeed in careers such as musicians, counselors, and those dealing with the public
- Make up 30% of learners

Difficulties

- Understanding what they have read
- Following written directions
- Reading at a fast pace
- Keeping quiet for long periods of time
- Taking timed tests that involve writing and reading
- Easily distracted by noise
- Seeing significant detail
- Refraining from verbal expression of emotions

“Hear one side and you will be in the dark. Hear both and all will be clear.”
-Lord Chesterfield

Study Strategies

- Join study groups or have a “studybuddy” so you can discuss your questions and ideas and hear responses.
- Write down any oral instructions you hear in class right away.
- Read in intervals and then review aloud what you read.
- Consider taping lectures if your professor says it is OK and view online lectures on topics you are interested in.
- Use flash cards. Saying the answers aloud when using flash cards helps to solidify concepts.
- Repeat facts with eyes closed.
- Listen to music without words during study time.
- Talk your way through new material.
- Create musical jingles to aide memorization.
- Engage in learning opportunities like lectures, plays, and group discussions.
Visual/ Spatial Learner

Characteristics

- Like to look at the “big picture”
- Very organized; can tell when something is not centered or is off-balanced
- Exceed in reading, spelling, and proofreading
- Remember people by faces
- Create mental photos of environment
- Generally fast talkers
- Stimulated by color
- Good with sign language
- Succeed in careers such as architects, designers, engineers, and those requiring a “vision” of the future
- Make up 65% of population

“Vision is the art of seeing what is invisible to others.”
- Jonathan Swift

Difficulties

- Remembering details such as names and dates
- Focusing in environments that are too hot or cold and with background noise
- Need time to think about a lecture before fully understanding it

Study Strategies

- Draw pictures and diagrams to help you understand and connect ideas.
- Take careful notes during class so you can refer back to them later on.
- Use technology to supply visual references.
- Find quiet places to study.
- Refrain from sitting by doors or windows in the classroom.
- Use flash cards. Seeing the answers written down on the flash card can be helpful.
- Utilize visual aids such as drawings, videos, links, projection presentations, and maps.
- Summarize the main points of what you learn using charts and outlines.
- Highlight or underline key points or important facts when reading.
- Engage in learning opportunities like field trips, demonstrations, presentations, and movies.
Advising Strategies for Students who are on Academic Probation, Facing Dismissal or Seeking Reinstatement
A Panel Discussion

Today’s panelists will discuss their experiences using models for specific programs that work with students on probation. They will also share their insights regarding early alert mechanisms and methods for intervention while also providing sample materials used when working with PDR students, including online components.

Joy Cox
PDR Commission Chair
• Academic Advisor in the School of Natural Sciences, Indiana University Southeast
• Doctoral Student at University of Louisville, KY. Research interest is examining persistent and retention initiatives, particularly for probationary students
• IU Southeast is a public, regional 4-yr university with an enrollment of 6,200
• 15 fulltime and 1 part-time professional advisors
• Decentralized advising model with at least 2 advisors in each school
• Spring 2008: 154 (10.6%) students on probation, suspension or academic dismissal

Stacey Braun
Assistant Director of Student Advising Center
• Residential, 4-year public, regional university. Total campus enrollment is approximately 6500 students
• Advise all first-year students, students who are undecided/exploratory, and visiting and degree-seeking International students
• 4 full-time professional academic advisors; 4-5 part-time faculty advisors
• Spring 2013: 900 students; 163 are on academic agreements

Tina Knox
Coordinator of Undergraduate Instruction and Advising
• 4-year Public Research Institution
• Total undergraduate enrollment is ~ 32,000
• Advise all biology and MCB students, ~ 1,700
• 4 full-time & 4 part-time professional academic advisors
• Spring 2013: 202 students on academic probation

Erin Stone
Undergraduate Program Administrator
Faculty of Arts
University of Manitoba
• Largest faculty at the University of Manitoba
• 4 Undergraduate Degree Programs (B.A. General, B.A. Advanced, B.A. Honours, B.A. Integrated Studies)
• Approximately 4000 active undergraduate students
• 4 full time undergraduate advisors
Current Challenges

Common obstacles that PDR Students encounter

- Academic: Study skills, What worked in high school doesn’t work anymore, Unable to understand coursework; underdeveloped time management skills; not prepared for course level.
- Major/Career: changed major one or more time; no clear career goals; uncertain about major

Common obstacles

- Family/social adjustment: hard to make friend/connections on campus; relationship issues; lack of family support, extenuating circumstances.
- Personal: working too many hours; lack of motivation; over-involved in extra-curricular activities; stress, anxiety or tension; financial problems, health problems

Financial Aid-SAP

- Satisfactory Academic Progress

Institutional Models
Academic Assessment:

- Quantitative method for assessment that uses poor grades (F and D grades) to assess student performance.
- Formal assessment is determined based on the number of accumulated F and D grades including repeated courses.
- Maximum number of poor grades permitted = 30 credit hours of F grades or 42 credit hour of F and D grades combined.
- The assessment regulations do not limit the number of attempted courses or the number of courses that a student can withdraw from within the degree.

Methodology of Assessment Method:

- Driven by computer system capabilities and limitations.
- Easy for students to understand and be able to calculate on their own.
- Limit the D grades to ensure that they could meet the minimum GPA for graduation.
- Students would be assessed twice per year (end of April and end of August).

Assessment Levels:

- Academic Warning (AW)
- Serious Warning (SW)
- Serious Serious Warning (SSW)
- 1 Year Suspension
- 2 Year Suspension

<table>
<thead>
<tr>
<th>Range of Poor Grades</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>18 to 23.99 credit hours of F and D grades Combined</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>18 to 23.99 credit hours of D grades</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>18 to 23.99 credit hours of F grades</td>
<td>Serious Warning</td>
</tr>
<tr>
<td>24 to 35.99 credit hours of F and D grades</td>
<td>Serious Warning</td>
</tr>
<tr>
<td>&gt; or =24 credit hours of F grades</td>
<td>Serious Serious Warning</td>
</tr>
<tr>
<td>&gt; or =36 credit hours of F and D grades</td>
<td>Serious Serious Warning</td>
</tr>
</tbody>
</table>

- Once a student exceed these limits – 1 year Academic Suspension

Assessment Process:

Each time a student obtains a poor grade they receive:
- A letter identifying our assessment rules and the warning level that they have been assessed at within these rules.
- A resource sheet listing available support services on campus (Academic Learning Centre).
- Information on the Formula for Success Workshop offered by University 1 - time management skills, study skills, decision making and utilizing available support resources.

Reinstatement:

- Following a 1 year suspension term - students can choose either to continue with their studies with no further F or D grades or to Start Afresh.
- Following a 2 year suspension term - students are required to Start Afresh upon reinstatement.
Academic Probation Levels in MCB

**College Probation**
- Cumulative UIUC GPA or any semester GPA below 2.00
- Require participation in MCB program

**Low Major GPA**
- BCPM GPA below 2.00
- Require participation in MCB program

**Low Grade in Core Course**
- C or lower in any of the 6 required MCB Core Courses
- Strongly suggest participation in program

**Typical MCB Probation Meeting Schedule**

<table>
<thead>
<tr>
<th>Meeting 1</th>
<th>First or Second Week of Classes – prior to 10th day</th>
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<tbody>
<tr>
<td></td>
<td>Discuss expectations, sign advising agreement, inform of resources, begin self-assessment and identify issues.</td>
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<table>
<thead>
<tr>
<th>Meeting 2</th>
<th>Third or Fourth Week</th>
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<tbody>
<tr>
<td>Review self-assessment, discuss possible solutions, set academic + personal goals</td>
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<table>
<thead>
<tr>
<th>Meeting 3</th>
<th>Fifth or Sixth Week</th>
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<tbody>
<tr>
<td>Evaluate progress after first exam(s), identify need for new resources, set [new] goals</td>
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<tr>
<th>Meeting 4</th>
<th>Seventh or Eighth Week (prior to drop deadline)</th>
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<tbody>
<tr>
<td>Assess need for class changes; identify sustainable study strategies or other goals</td>
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</tbody>
</table>

**Advising Agreement**

Determine number of required meetings. What grades are required? When is drop date?

<table>
<thead>
<tr>
<th>Student name</th>
<th>Semester</th>
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<table>
<thead>
<tr>
<th>UN</th>
<th>Major</th>
<th>Year</th>
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As an academic advisor, I understand that it is my responsibility to work vigorously throughout the semester to identify factors that have been impeding my academic progress and to make changes that will promote future success. I understand that my academic advisor is a key collaborator in my efforts to find helpful resources and to use them effectively. For this reason, no excuse for these meetings with the advisor are required during this probationary semester.

Appointment 1: Within the first week of classes during the probationary seminar.
Appointment 2: Within the first week of the first advising meeting.
Appointment 3: During the week immediately following the last exam in difficult classes.
Appointment 4: During the week prior to the drop deadlines for 10 week semester courses.
Appointment 5: Prior to the registration period for the next semester (recommended).
Appointment 6: To discuss progress with the advisor (required).

I understand that, if I do not comply with the requirements described above, an advising hold will be placed on my account that will prevent me from dropping, adding or changing classes or registering for next semester's classes.

**Student Academic Self-Assessment**

Identify source(s) of concern study skills family/social career/major

<table>
<thead>
<tr>
<th>Course Study Concerns</th>
<th>Comments</th>
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</tbody>
</table>
Assess previous study strategies
Make recommendations for changes.

Study Strategies:
1. Self-paced motivating assignments before the lecture of discussion classes for which these topics were scheduled to be prepared:
   1 2 3 4 5
2. Retained lecture notes or materials in lecture, in order to review them with guidance or additional details, approach the text for clarification and write down questions for which I needed to seek help:
   1 2 3 4 5
3. Reading professor’s and/or TA’s office hours to get accurate questions or to get generally improved understanding of the concepts:
   1 2 3 4 5

Weekly schedule and planning sheet
Fill in times for class, reading, homework, sleep, office hours, etc.

Time Management

Weekly Schedule and Planning Sheet

Suggested use of this weekly calendar:
1. Document your current activities during a typical week. Throughout the coming week, record your class times, study times, use of TV, activities or hear, eating, sleeping, working, volunteering, student organization activities, exercising, and other activities. Be as accurate as possible. E.g., if your routine study hours should be included, provide the time periods (e.g., 7:00–9:00 am, lunch without distractions for class reading, assignments, and discussions with others that are involved.
2. To establish your maintenance study routine (see Maintenance Studying for a description and strategy).
3. To assess your schedule every few weeks and evaluate the effectiveness of your time management.

Monday
7:00 am
10:00 am
1:00 pm
4:00 pm
7:00 pm

Academic Progress Report

• Course instructor and office hours all in one place
• Anticipates upcoming exams
• Provides record of trend in exam/assignment scores
• Allows for a realistic understanding of progress.
### Typical MCB Probation Meeting Schedule

**Meeting 1**
- First or Second Week of Classes – prior to 10th day
- Discuss expectations, sign advising agreement, inform of resources, begin self-assessment and identify issues.

**Meeting 2**
- Third or Fourth Week
- Review self-assessment, discuss possible solutions, set academic + personal goals

**Meeting 3**
- Fifth or Sixth Week
- Evaluate progress after first exam(s); identify need for new resources; set (new) goals

**Meeting 4**
- Seventh or Eighth Week (prior to drop deadline)
- Assess need for class changes; identify sustainable study strategies or other goals

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### Overall Approach

1. **Early intervention:**
   - Helps provide student with a strong start to the probation semester
   - Allows advisors to propose helpful resources in a timely manner

2. **Multiple advising meetings:**
   - Cultivates integrity and trust between advisor and student
   - Promotes a continuum of conversation: To revisit key topics, assess progress, modify approaches, set realistic goals

3. **Structured meeting content:**
   - Fosters understanding that progress often entails defined, sustainable steps
   - Promotes a more consistent approach to probation advising among MCB advisors

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### Online Tools and Early Alerts

- **To what extent does your institution engage PDR students through online channels?**
  - Almost all of our students receive intentions and support information from the institution through online platforms.
  - The majority of our students receive intentions and support information through online platforms, but most still look to traditional means of communication (telephone, e-mail, etc.).
  - Almost none of our students engage with us in online platforms.
  - Yes

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### Online Tools

Students advised in the Center whose cumulative GPAs are below 2.0 are required to complete an Academic Agreement and complete the three inventories listed below:

- [Online Academic Probation Workshop](http://www.emporia.edu/sac/academic-success-program/)
- Learning Styles Inventory
- Study Skills Inventory

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### Areas include

- Textbook Reading
- Notetaking
- Memory
- Test Preparation
- Concentration
- Time Management
Meeting with Students

Once students complete the inventories, they meet with the Assistant Director or Director to discuss the challenges which have/are preventing their academic success, and create a plan for improvement.

- Appointments will vary from every two weeks, to monthly appointments depending on the student’s needs and situation.
- After mid-term grades are reported, our office contacts students whose mid-term GPAs are below 2.0 to meet with them to discuss how they can improve and be academically successful.
IU Southeast- FLAGS

- Fostering Learning Achievement and Graduation Success.
- Collaborative effort between academic and student affairs.
- Faculty identify specific attendance and performance data.

IU Southeast- FLAGS

- Report sent to advisors who contact and meet with students.
- Faculty reported an increase in student contracts and in some cases more classroom participation.
- Advisors report positive comments from students like gratitude for their interest in their success.