Advising Students on Academic Probation
Webinar Handout

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References and Recommended Resources

NACADA podcast regarding Students on Academic Probation:
http://www.nacada.ksu.edu/clearinghouse/advisingissues/prob-podcast.htm

NACADA Probation/Dismissal/Reinstatement Issues Interest Group
http://www.nacada.ksu.edu/InterestGroups/C25/index.htm

NACADA Clearinghouse of Academic Advising Resources
Advising Students on Academic Probation
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/probation.htm

Monograph 17: Advising Special Populations: Adult Learners, Community College Students, LGBTQ Students, Multicultural Students, Students on Probation, Undecided Students
Chapter 5: Students on Academic Probation. Shelly Gehrke and Jeanette Wong
http://www.nacada.ksu.edu/Monographs/M17.htm


Initiatives for Students on Probation or Academically At-Risk
College of Natural Science
Michigan State University

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Step 1: Needs Assessment
Based on probation and retention data from previous years. Three key needs found.
• Proactive services for students academically at-risk
• Early intervention with Freshmen and Sophomores on probation
• Intensive intervention for Juniors and Seniors on probation

Step 2: Literature Review – Effective Strategies
• Intrusive advising approach
• Teach learning skills (time management, study skills)
• Help with developmental skills (self-responsibility, self-motivation, emotional intelligence, etc.)
• Connect to resources on and off campus
• Peer mentoring

Some literature and information sources:

http://www.nacada.ksu.edu/Clearinghouse/Links/PDR-Lit-Review.htm

http://www.nacada.ksu.edu/clearinghouse/advisingissues/Intrusive_advising.htm

http://www.nacada.ksu.edu/Clearinghouse/advisingIssues/retain.htm

http://www.act.org/research/policymakers/reports/retain.html


http://www.act.org/path/postsec/droptables/pdf/AllColleges.pdf

http://www.cscsr.org/

http://nsse.iub.edu/html/annual_reports.cfm
**Step 3: Develop Initiatives to Address Needs and Effective Strategies**

Three initiatives developed:

1. **Pathways to Success Workshop**
   a. Freshmen and Sophomores on any level of probation – invited as one way to meet their required probation meeting
   b. Juniors on 1st level probation – required. Hold placed on enrollment.
   c. 2 hours, 1st week of semester, every semester
   d. Components:
      i. Academic standing policies
      ii. Identify contributing factors (“How Did I Get Here?” questionnaire)
      iii. Time management and study plan
      iv. Resources
      v. Academic Success Plan (signed form)
      vi. Meet with advisor for approval of Plan, discuss schedule changes

2. **Individual Probation Conferences**
   a. Juniors on final probation or extended final probation. (Since Spring 2009, Juniors on 1st level probation also included) – required. Hold placed on enrollment.
   b. Seniors on any level probation – required. Hold placed on enrollment.
   c. ½ - 1 hour sessions with Asst. Director of Undergraduate Student Affairs, first week of classes, every semester.
   d. Same components as Pathways to Success workshop
   e. Follow ups through email and/or appointments every 2-3 weeks

3. **Strategies for Success Class**
   a. Invitations (not required) to matriculating Freshmen identified as academically at-risk, Freshmen and Sophomores on any level probation, Freshmen and Sophomores with academic at-risk factors after their first semester, Juniors on 1st level probation, Freshmen and Sophomores and Juniors in good standing but with previous semester gpa <2.0.
   b. 1 credit, graded, full semester, maximum enrollment of 30 students
   d. Class Components:
      i. Teach learning skills (time management, study skills)
      ii. Help with developmental skills (self-responsibility, self-motivation, self-management, self-awareness, and emotional intelligence)
      iii. Create supportive networks
         1. On campus resources – presenters invited
         2. Peer Mentors
            a. One for every 5-6 students in class
b. Volunteers recruited from College of Natural Science students with >2.5 gpa  
c. Help with facilitating in class activities  
d. Mentoring outside class through social activities, advice, navigating the university system, referrals to resources  
iv. Life coaching tools – developing future visions of self and creating vision boards, environmental scan of study environment, assessing core values.

**Step 4: Assessment**

The Pathways to Success workshop and Strategies for Success class have been evaluated since Fall 2006 through a research study approved by the university’s Internal Review Board. Improvements in gpa, academic standing, and retention have been found for both initiatives.

**Class Data** - analysis for the Fall 2006 and Fall 2007 cohorts are completed to date, and the Fall 2008 and Fall 2009 cohort data is in progress.
Cum gpa increases are statistically significant, p=0.0183
Retention Data:
Fall 2006 Cohort – 77% retained at the university, 60% retained in the College of Natural Science. 40% graduated.

Fall 2007 Cohort – 57% retained at the university, 50% retained in the College of Natural Science.
HOW DID I GET HERE?
Factors Contributing to Academic Difficulty

The first step in figuring out how to improve your academic difficulties is understanding how you got there in the first place. After you identify contributing factors, the next step is to make a plan of action to move forward successfully.

Below is a list of common factors that can affect academic performance. Please place an “X” by all the factors that apply to you.

Note that the factors are phrased in terms of how you chose to deal with them (or not deal with them). There may be things in our lives that happen unexpectedly and we feel are beyond our control. However, how we choose to deal with those situations is under our control and can make the difference between a successful and unsuccessful outcome.

___ I didn’t attend my classes regularly.
___ I didn’t turn in all my assignments on time in every class.
___ I didn’t study enough for my classes (effective studying takes 2-3 hours per week for every credit enrolled in, i.e. 24-36 hours per week for a 12 credit course load)
___ I memorized course material instead of studying to understand it.
___ I crammed for exams instead of studying effectively every day.
___ I didn’t study in the most effective environment.
___ I enrolled in more credits than I could handle, given my other activities (job, student organizations, family responsibilities, etc.).
___ I didn’t have a written time management plan for balancing courses, studying, and extracurricular activities.
___ I didn’t use all the MSU resources available to me (advising, tutoring, counseling, career services, etc.).
___ I found it hard to motivate myself to do well in classes I didn’t like.
___ I spent too much time with social activities.
___ I had serious medical or personal problems that affected my studies but didn’t seek assistance from instructors, advisors, and/or student affairs administrators to discuss my options and resources.
___ I had little motivation because I’m not sure why I’m in college.
___ I chose a major that didn’t fit well with my interests, skills, and abilities.
___ Other (describe, using terms that acknowledge your responsibility for your choices):
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
ACADEMIC SUCCESS PLAN
College of Natural Science

Date ___________________________  Semester ___________________________
Name ___________________________  Major ___________________________

SEMESTER GPA GOAL:

My goal this semester is to achieve a semester gpa of at least ___________.

I understand that I must take the following actions this semester, which are essential for all students seeking academic success:

✓ Attend all classes except in cases of emergency or illness. In these cases, I will notify my instructors immediately and develop a plan with them as soon as possible to make up any missed assignments.
✓ Keep track of my grade progress in all my classes on a continual basis.
✓ Meet with my instructor or TA immediately for assistance if a grade on any assignment or test is below a 2.0.
✓ Meet with my Academic Advisor at least once during the semester and immediately for assistance if anything occurs that may affect my academic success.
✓ Utilize MSU resources to assist me.

ACADEMIC DIFFICULTY FACTORS AND ACTION PLAN TO DEAL WITH THEM:
The top 3 factors contributing to my academic difficulty in the past were:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

At least 3 specific actions I will take this semester to address these factors are:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

CHANGES TO CLASS SCHEDULE:

I will make the following changes to my class schedule this semester in order to 1) repair my academic record, 2) take classes appropriate to my major choice, 3) keep my credits low while improving my gpa, and 4) manage my time effectively:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

PROBATION ADVISOR COMMENTS/RECOMMENDED REVISIONS:

__________________________________________________________________________

__________________________________________________________________________

I UNDERSTAND THE CONSEQUENCES OF NOT RETURNING TO GOOD ACADEMIC STANDING AT THE END OF THIS SEMESTER AND WILL TAKE ACTION TO FOLLOW THIS ACADEMIC SUCCESS PLAN.

__________________________________________________________________________

__________________________________________________________________________

Student Signature ____________________________________________  Advisor Initials ____________
The Peer Mentor/Mentee Relationship

An integral component of the NSC 103 “Strategies for Success” class is helping you build support networks at MSU. One of the most important sources of support you will have this semester is your NSC 103 Peer Mentor.

What is a Peer Mentor?
A Peer Mentor is a resource, a helping hand, a sounding board, and a referral source. Their job is to provide support, encouragement, and information to you, as well as help you practice the success strategies you will learn in the NSC 103 class.

What is a Mentee?
A mentee is a person that is supported by a Peer Mentor. You are a mentee! Each Peer Mentor will support several mentees from the NSC 103 class.

What is My Peer Mentor’s Role
Your Peer Mentor will interact with you and other NSC 103 students in class each week and stay in contact with you regularly throughout the semester. The contact may be by email, phone, in a scheduled meeting, or in a group activity. The purpose of the contacts is to get to know you, help build your support networks, find out how you are doing academically and personally, and offer assistance if needed. Your Peer Mentor may arrange for all his/her mentees to get together for some social activities during the semester. Several Peer Mentors may also combine their mentee groups to participate in social activities.

What is My Role as a Mentee?
Having a Peer Mentor is a special benefit of being in the NSC 103 class. You are expected to respect this resource and utilize it to your fullest advantage. **You are required to take an active role by contacting your Peer Mentor at least once a week to discuss a specific topic.** The topic will be provided to you by the instructor either in class or on ANGEL. You are also expected to contact your Peer Mentor regularly for guidance, advice, encouragement, information, or just to have fun together.

What if I don’t get along with my Peer Mentor?
If you and your Peer Mentor are having trouble “connecting”, you should first have an honest discussion about it with them. If you are not able to work things out, contact the NSC 103 instructor to discuss possible reassignment to a different Peer Mentor.
<table>
<thead>
<tr>
<th>AREA OF EXPLORATION</th>
<th>INVENTORY/TOOL</th>
<th>CONTACT INFORMATION</th>
<th>FEE REQUIRED</th>
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<td>INTERESTS</td>
<td>Strong Interest Inventory</td>
<td>CPP, Inc. 1055 Joaquin Road, 2nd floor Mountain View, CA 94043 (800)624-1765</td>
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<td></td>
<td>Bridges/Choices Planner</td>
<td>Bridges Transitions Co. 3534 Hayden Avenue Culver City, CA 90232-2413 (800)281-1168</td>
<td>YES</td>
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<td>STRENGTHS</td>
<td>Strengthsquest©</td>
<td><a href="http://www.strengthsquest.com">www.strengthsquest.com</a></td>
<td>YES</td>
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<td>PERSONALITY</td>
<td>Myers-Briggs Type Indicator</td>
<td>CPP, Inc. 1055 Joaquin Road, 2nd floor Mountain View, CA 94043 (800)624-1765</td>
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<td><a href="http://www.typefocus.com">www.typefocus.com</a></td>
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<td>Humanmetrics</td>
<td><a href="http://www.humanmetrics.com">www.humanmetrics.com</a></td>
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<tr>
<td>VALUES</td>
<td>Bridges/Choices Planner</td>
<td>Bridges Transitions Co. 3534 Hayden Avenue Culver City, CA 90232-2413 (800)281-1168</td>
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<tr>
<td></td>
<td>Knowdell™ Card Sorts</td>
<td>P.O. Box 4457 Huntington, Beach, CA 92605 <a href="http://www.CareerTrainer.com">www.CareerTrainer.com</a></td>
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<td></td>
<td>Type Focus™</td>
<td><a href="http://www.typefocus.com">www.typefocus.com</a></td>
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</table>

**References**


Values Exercise  
(Adapted from the Knowdell Card Sorts for use at University of Wyoming)

<table>
<thead>
<tr>
<th>Structure and Predictability</th>
<th>Group and Team</th>
<th>Exercise Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tradition</td>
<td>Influence People</td>
<td>Independence</td>
</tr>
<tr>
<td>Precision Work</td>
<td>Job Tranquility</td>
<td>Location</td>
</tr>
<tr>
<td>Competition</td>
<td>Personal Safety</td>
<td>Supervision</td>
</tr>
<tr>
<td>Work Under Pressure</td>
<td>Aesthetics</td>
<td>Fast pace</td>
</tr>
<tr>
<td>Stability</td>
<td>Work-Life Balance</td>
<td>Change and Variety</td>
</tr>
<tr>
<td>Challenging Problems</td>
<td>Friendships</td>
<td>Work on Frontiers of Knowledge</td>
</tr>
<tr>
<td>Steep Learning Curve</td>
<td>Fun and Humor</td>
<td></td>
</tr>
<tr>
<td>Moral Fulfillment</td>
<td>Status</td>
<td>Make Decisions</td>
</tr>
<tr>
<td>Environment</td>
<td>High Earnings</td>
<td>Work with Others</td>
</tr>
<tr>
<td>Excitement</td>
<td>Knowledge</td>
<td>Practicality</td>
</tr>
<tr>
<td>Community</td>
<td>Security</td>
<td>Physical Challenge</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Family</td>
<td>Help Others</td>
</tr>
<tr>
<td>Advancement</td>
<td>Creative Expression</td>
<td>Power and Authority</td>
</tr>
<tr>
<td></td>
<td>Honesty and Integrity</td>
<td>Diversity</td>
</tr>
</tbody>
</table>
## Myers Briggs Type Indicator
### PREFERENCES

**Where do you get your energy & tend to focus your attention?**

<table>
<thead>
<tr>
<th>EXTRAVERT</th>
<th>INTROVERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energized by the outer world of action</td>
<td>Energized by the inner world of understanding</td>
</tr>
<tr>
<td>Like to talk—sometimes without thinking</td>
<td>Like to think sometimes without talking</td>
</tr>
</tbody>
</table>

**How do you take in information? What is the best way for you to find out about your world?**

<table>
<thead>
<tr>
<th>SENSORS</th>
<th>INTUITIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on experience</td>
<td>Focus on the <em>meaning</em> behind the experience</td>
</tr>
<tr>
<td>Often see as being <em>practical</em> &amp; <em>realistic</em></td>
<td>Often seen as being <em>creative</em> &amp; <em>imaginative</em></td>
</tr>
</tbody>
</table>

**How do you evaluate choices & make decisions?**

<table>
<thead>
<tr>
<th>THINKERS</th>
<th>FEELERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tend to make decisions <em>impersonally</em></td>
<td>Tend to make decision <em>personally</em></td>
</tr>
<tr>
<td>Value <em>logic</em></td>
<td>Value <em>harmony</em></td>
</tr>
<tr>
<td>Often seen as <em>business-like</em> &amp; <em>fair</em></td>
<td>Often seen as <em>compassionate</em></td>
</tr>
</tbody>
</table>

**How do you like to organize your time?**

<table>
<thead>
<tr>
<th>JUDGERS</th>
<th>PERCEIVERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make &amp; keep schedules</td>
<td>Able to “go with the flow”</td>
</tr>
<tr>
<td>Seek closure</td>
<td>Seek more information</td>
</tr>
<tr>
<td>Seen as <em>organized</em></td>
<td>Seen as <em>spontaneous</em></td>
</tr>
</tbody>
</table>
INTEREST MOSAIC

DIRECTIONS: Circle the numbers of statements that clearly feel like something you might say or do or think – something that feels like you!

1. It’s important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so that I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It’s satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don’t mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me get the job done.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I’m satisfied knowing that I’ve done an assignment carefully and completely.
31. I’d rather be on my own doing practical, hands-on activities.
32. I’m eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I prefer to talk it out and resolve it.
35. To be successful, it’s important to aim high.
36. I prefer being in a position where I don’t have to take responsibility for decisions.
37. I don’t enjoy spending a lot of time discussing things. What’s right is right.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. When I feel down, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I’m usually content where I am.
43. It’s invigorating to do things outdoors.
44. I keep asking “why”.
45. I like my work to be an expression of my moods and feelings
46. I like to find ways to help people care more for each other.
47. It’s exciting to take part in important decisions.
48. I’m always glad to have someone else take charge.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close relationships are important to me.
53. Promotions and advancement are important to me.
54. Efficiency, for me, means doing a set amount carefully each day.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays and good films.
58. I haven’t seen you for so long; I’d love to know how you’re doing.
59. It’s exciting to influence people.
60. When I say I’ll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I’d like to learn all there is to know about subjects that interest me.
63. I don’t want to be like everyone else; I like to do things differently.
64. Tell me how I can help you.
65. I’m willing to take some risks to get ahead.
66. I like exact directions and clear rules when I start something new.
67. The first thing I look for in a car is a well-built engine.
68. Those people are intellectually stimulating.
69. When I’m creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It’s fun to get ideas across to people
72. I hate it when they keep changing the system just when I get it all down.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I don’t like to do things unless I’m sure they’re approved.
79. Sports are important in building strong bodies.
80. I’ve always been curious about the way nature works.
81. It’s fun to be in a mood to try or do something unusual.
82. I believe that people are basically good.
83. If I don’t make it the first time, I usually bounce back with energy and enthusiasm.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don’t get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. I don’t need much to be happy.

**INTEREST MOSAIC**
Scoring Sheet

**SCORING YOUR ANSWERS --** To score, circle the same numbers that you circled on the Interest Mosaic.

<table>
<thead>
<tr>
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<th>A</th>
<th>S</th>
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Now add up the numbers of circles in each column:

- R____
- I____
- A____
- S____
- E____
- C____

What are your highest scores?

- 1st________
- 2nd________
- 3rd________

Based on these results, list five potential careers that you might consider:

1.____________________________________
2.____________________________________
3.____________________________________
4.____________________________________
5.____________________________________

See the other side of this sheet for resources to get information on possible careers:

CAREER INFORMATION WEBSITES...
O-net: www.online.onetcenter.org/

Career Overview: www.careeroverview.com/

What Can I Do With a Major: www.uwyo.edu/CACS/student/counseling/majors/

MyMajors.com: www.MyMajors.com – click on Major Information Pages link

Occupational Outlook Handbook: www.bls.gov/oco

UW Center for Advising & Career Services: www.uwyo.edu/cacs/student/linksbymajor/
(job search links by major)

### CHOICES PLANNER
WEBSITE: www.bridges.com/ct
(Under Student Sign In – click on Site ID tab)
Site ID: 1034966
Password: uwcareer

University of Wyoming
Center for Advising and Career Services
Knight Hall 222
307-766-2398
www.uwyo.edu/CACS/
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Reaching and Retaining Students: Advising Students on Academic Probation

February 4, 2010

Event Moderator:
Marsha Miller
NACADA Assistant Director of Resources and Services

Panelists
Jeanette Wong
Shelly Gerkhe

PODCAST: Advising Probationary Students

Key Terms
• Developmental Advising – style of relationship in which there is a primary focus of student learning through the acts of advising
• Intrusive Advising – a more proactive, involved approach of developmental advising
• Exemplary Practice – “best practice” that has some applicability to a wide variety of program/institutional types

Foundational Questions
1. Who is defined as a Student on Academic Probation?
   - Typically determined by GPA
   - Progress to degree completion

Foundational Questions
2. What factors place students at risk for academic probation?
   • Underprepared
   • Overextended
   • Non-academic issues
   • Other indicators
   • Judgment mistakes

Foundational Questions
3. What are typical Probationary Policies?
   • Frequently measured by GPA
   • Initiated when student fall below certain GPA (often 2.0)
   • May be triggered by insufficient progress towards degree completion, regardless of GPA
Foundational Questions

4. Who are the stakeholders for supporting students on academic probation?
   • All members of the academic community!

5. What is an advisor’s role and responsibility related to students on academic probation?
   • Be caring, helpful, nonjudgmental
   • Build trusting, two-way relationship
   • Employ empathy, compassion, support and motivation
   • Look at both details and big picture
   • Meet frequently

Panelists

Karen Reynolds
College of Natural Science
Michigan State University

Probation Levels:
1. Probation – student was in good academic standing the previous semester, then cumulative GPA fell below 2.0
2. Final Probation – student on Probation doesn’t achieve a cumulative GPA of at least 2.0 but does achieve a semester GPA of at least 2.0
3. Extended Final Probation – student on Final Probation doesn’t achieve a cumulative 2.0 GPA but has shown substantial progress and evidence suggests s/he would achieving academic good standing in one more semester

Needs of Students on Probation

1. Proactive services
2. Early Intervention for Freshmen/Sophomores
3. Intensive Intervention for Juniors/Seniors

Initiative Components

1. Intrusive Advising
2. Learning Skills
3. Developmental Skills
4. Resource Connection
5. Peer Mentoring
Intervention Approaches

1. Pathways to Success Workshop
   - Freshmen and Sophomore at any probation level - optional
   - Juniors at 1st level probation – mandatory
   - 2 hours, offered first week of semester
   - Positive results

2. Individual Probation Conference
   - Required for all Juniors/Seniors on any probation level
   - On Academic Hold until conference takes place

3. “Strategies for Success” Skills Class
   - 1 credit, graded
   - Offered Fall semester
   - Voluntary, by invitation
     - Entering at-risk students
     - Freshman/Sophomore at any probation level
     - Juniors at probation level 1
     - Maximum of 30 students

“Strategies for Success” Skills Class Components
   - Learning Skills – time management, study skills, goal setting
   - Developmental Skills – responsibility, self-motivation, self-management, emotional intelligence
   - Supportive Network creation – including peer mentor
   - Highly interactive
   - Dramatic improvement in GPA, academic standing, and retention

“Strategies for Success” Skills Class Results

“Strategies for Success” Skills Class Results
Panelists

Tonya Gerharter
Kristen Rigoni

Center for Advising and Career Services
University of Wyoming

Self-Exploration Tools

• Values Exercise
• Personality Tools
• StrengthsQuest
• Interest Mosaic
• Learning Styles

Center for Advising and Career Services
University of Wyoming

• Interventions for reinstated students
• Self-exploration and career tools as supplementary interventions for traditional discussions of study skills, time management strategies, supportive resources

• No intervention works for everyone
• Multiple tools available for honoring and exploring differences in learning styles, preferences, strengths, interests and values
Panelists

Jessica Staten
Academic Advising and Retention Center
Western Kentucky University

Academic Advising and Retention Center
Western Kentucky University

• Implemented to help student improve GPA
• Teaches students the importance of positive study habits & time management
• Provides academic support

Academic Standing

Good standing GPA requirements:
• 1.7 with 17 or fewer semester hours attempted
• 1.8 with more than 17 but fewer than 34 hours attempted
• 1.9 with 34 or more but fewer than 51 semester hours attempted
• 2.0 with 51 or more semester hours attempted

Two Types of Retention Programs

1. Proactive
   • STEPS
   • Probation
   • Voluntary

2. Reactive
   • Undergraduate Retention
   • Step Up

Process

• Grades posted
• Reports run
• Student notified
• Informational meetings held

Requirements

• Develop a plan of academic success
• 3 peer intrusive advising sessions
• 6 study hours per week in The Learning Center
• 1 group meeting
• 2 Academic Advantage Workshops
• Majors/Minors Fair (Fall participants only)
• Reflection paper
Non-Compliance

- Automatic dismissal for one calendar year if semester GPA is below 2.0

Results

Percentage of participants who achieved a semester GPA of 2.0 or higher for the Fall semester

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<tr>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Value</td>
<td>48</td>
<td>54</td>
<td>64</td>
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</tbody>
</table>

Panelists

Darren Francis

Registrar and Information Services
Simon Fraser University – Surrey Campus

Growth in Retention Programs

- Institutions asked to make up funding gaps through higher enrollment
- Recruiting competition across the country
- Retention programs developed to increase enrollment

Initial Programs

- Emphasized “bottom line”
- Focused on retention as revenue source
- Ensured eligibility, but did little to develop academic skills
- Created conflict between faculty and support services
Research – and Program Design – Became More Sophisticated

- Advising and student support services improved
- Student Success programs developed
- Partnerships formed between faculty and student services
- Students assisted in goal examination and development

University of the Fraser Valley (UFV) Program

- All aspects of student preparation
- Partnership of faculty and counseling services
- Mandatory for first-year students with GPA below 2.0
- Group session, followed by weekly individual meetings
- 80% retention with pilot group

Successful Retention Programs

- Focus on students’ personal and academic growth
- Assist students in skill-acquisition
- Encourage reflection
- May use intrusive methods
- Support long-term goals

Community College Perspective

Valencia Community College

- Early Alert System
  - Advisors visit classrooms
  - Faculty identify students
  - Advisors contact students
- Students on probation required to meet with advisor prior to registration
- Probation curriculum

Marsha Miller

Owens Community College

- Success Mentors
  - explain probation-dismissal-reinstatement policy
  - assess student behaviors
- Students and Mentors formulate a plan
- Students who do not reach 2.0 GPA in two semesters must enroll in Strategies for Student Success class
  - 1 credit hour, first 8-weeks of semester
  - Students must pass and attain 2.0 semester GPA
  - Those who do not are dismissed and must sit out one full 16-week semester

NACADA Webinars 2009-2010

Reaching and Retaining Students:
Advising Students on Academic Probation

National Academic Advising Association
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