



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

Webinar Discussion Handout

Panelists:

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Tyann Cherry

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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:

Beginning Freshman	
Code1	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
All other students	
Code1A	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
Code 1B	A student whose cumulative University GPA is 1.75-1.99, inclusive, is placed on a 2.25 probation
Code 1C	A student whose cumulative University GPA < 1.75 is placed on 2.33 probation
Code 1G, 1H, 1P, 1T	College-determined probation levels assigned at grade audit.
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).
<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.

Class/ Study Concerns:

- ☐ Inadequate study strategies
- ☐ Harder-than-anticipated classes
- ☐ Weak high school preparation in some areas
- ☐ Difficulty managing time/procrastination
- ☐ Unhappy with teaching skills of instructor
- ☐ Excessive/ unbalanced semester course load
- ☐ Other:

Comments _____

Family/Social Adjustment

- ☐ Adjustment to living in America
- ☐ Adjustment to living at U of Illinois
- ☐ Separation from home/family/friends
- ☐ Housing/roommate issues
- ☐ Home or family problems
- ☐ Difficulty making friends
- ☐ Other:

Comments _____

Career/Major Issues

- ☐ Unsure of choice of major
- ☐ Major was chosen for me by others
- ☐ Unable to decide between majors
- ☐ Uncertain career goals or plans
- ☐ Unsure of interests, skills and abilities
- ☐ Other:

Comments _____

Other Personal Issues

- ☐ Financial difficulties
- ☐ Demanding employment schedule
- ☐ Physical health problems/injury
- ☐ Use of alcohol/drugs
- ☐ Stress and anxiety
- ☐ Loneliness
- ☐ Lack of motivation

Comments _____

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:

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

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!**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
Noon							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							
11:00 pm							
Midnight							
Until 6 am							

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.

Student name: _____ **Major:** _____ **Semester:** _____ **UIN:** _____

[illegible]

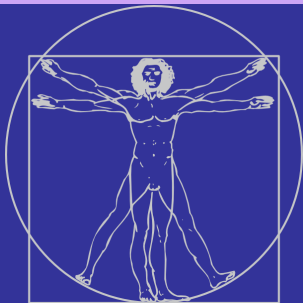
MCB Probation Progress Advising Form

Name: _____ Advising Meeting #: _____ Date: _____

Probation Level: _____ Major/ Minor: _____

Netid: _____ UIN: _____

Goals during the probation semester	Current semester courses:
Steps taken/ developments since last discussion:	
Student's assessment of current progress (assignment, quiz and exam scores + general impression of course status):	
Today: NEW needs, goals, referrals and/or action items	
<i>Next appointment:</i> Date: Time: Location:	<i>Contact Information:</i> Advisor: Email: Phone:



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



"All the world is a laboratory to the inquiring mind."

-Martin H. Fischer

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.



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



"Hear one side and you will be in the dark. Hear both and all will be clear."

-Lord Chesterfield

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

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.



Characteristics

- Like to look at the “big picture”
- Very organized; can tell when something is not centered or is off-balanced
- Excel 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.



Today's Panel



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

MCB

Undergraduate Instructional Program
School of Molecular and Cellular Biology
University of Illinois, Urbana-Champaign



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

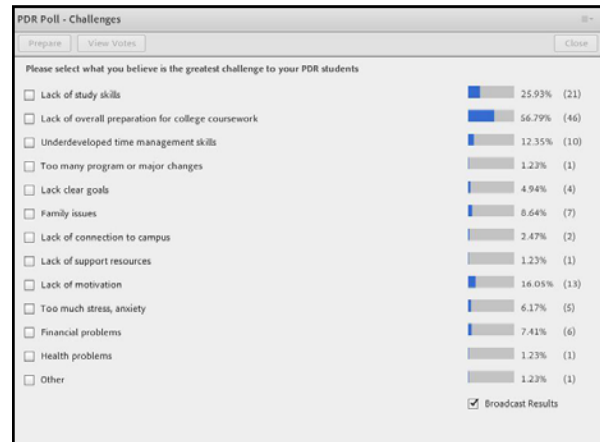
UPR ORR INNOVATOR PIONEER ADVENTURER VISIONARY THOUGHTLEADER

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

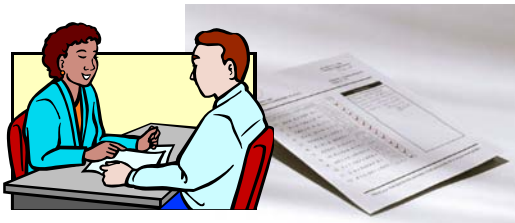
- Academic: Study skills, What worked in high school doesn't work anymore, Unable to understand coursework; underdeveloped time management skills; not prepared for course level.
- Major/Career: changed major one or more time; no clear career goals; uncertain about major

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



EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSLATED

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.

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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSLATED

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).

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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSLATED

Assessment Levels:

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



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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSLATED

Range of Poor Grades	Assessment
18 to 23.99 credit hours of 'F' and 'D' grades Combined	Academic Warning
18 to 23.99 credit hours of 'D' grades	Academic Warning
18 to 23.99 credit hours of 'F' grades	Serious Warning
24 to 35.99 credit hours of 'F' and 'D' grades	Serious Warning
= or >24 credit hours of 'F' grades	Serious Serious Warning
= or >36 credit hours of 'F' and 'D' grades	Serious Serious Warning

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

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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSLATED

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.

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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSLATED

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.

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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSPLANTER

Start Afresh Program:


- Choose to Start Afresh after a 1 year suspension or is required after a two year suspension.
- Top of Term comment placed on the students record.
- All courses remain on the students record but are not counted towards the Faculty of Arts Degree.
- The Start Afresh is for the Faculty of Arts only.

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EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRANSPLANTER

Observations:

- Catching students earlier.
- Easy for students to understand and calculate themselves.
- Allow students to perform poorly at various points in the their academic studies.
- Frequency of assessment letters force students to assess their own performance.



UNIVERSITY OF MANITOBA

School of Molecular and Cellular Biology
mcb@umanitoba.edu University of Winnipeg, Urbana-Champaign

Academic Probation Levels in MCB

College Probation	Low Major GPA	Low Grade in Core Course
<ul style="list-style-type: none"> Cumulative UIUC GPA or any semester GPA below 2.00 Require participation in MCB program 	<ul style="list-style-type: none"> BCPM GPA below 2.00 Require participation in MCB program 	<ul style="list-style-type: none"> C- or lower in any of the 6 required MCB Core Courses Strongly suggest participation in program

School of Molecular and Cellular Biology
mcb@umanitoba.edu University of Winnipeg, Urbana-Champaign

Typical MCB Probation Meeting Schedule

Meeting 1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Third or Fourth Week Review self assessment, discuss possible solutions, set academic + personal goals
Meeting 3	<ul style="list-style-type: none"> Fifth or Sixth Week Evaluate progress after first exam(s); identify need for new resources; set (new) goals
Meeting 4	<ul style="list-style-type: none"> Seventh or Eighth Week (prior to drop deadline) Assess need for class changes; identify sustainable study strategies or other goals

Advising Agreement

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

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.

Student Academic Self-Assessment

Identify source(s) of concern

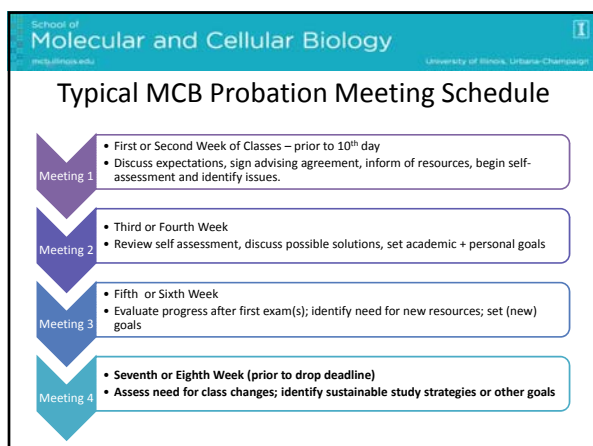
study skills
family/social
career/major

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.

Class/ Study Concerns:	Comments
<input type="checkbox"/> Inadequate study strategies	_____
<input type="checkbox"/> Harder-than-anticipated classes	_____
<input type="checkbox"/> Weak high school preparation in some areas	_____
<input type="checkbox"/> Difficulty managing time/procrastination	_____
<input type="checkbox"/> Unhappy with teaching skills of instructor	_____
<input type="checkbox"/> Excessive/unbalanced semester course load	_____
<input type="checkbox"/> Other:	_____



Overall Approach

1. Early intervention:

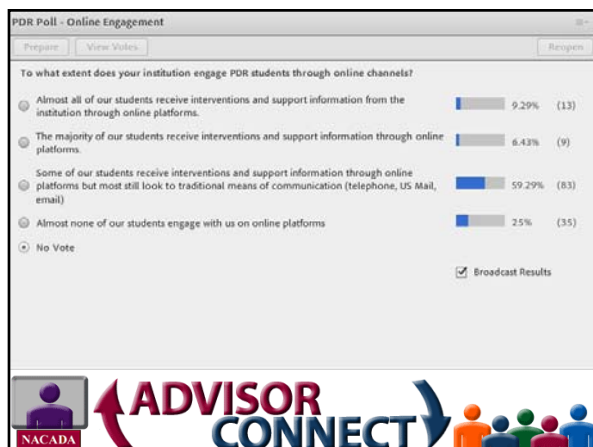
- Helps provide student with a strong start to the probation semester
- Allows advisors to propose helpful resources in a timely manner

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



Online Tools and Early Alerts



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:

<http://www.emporia.edu/sac/academic-success-program/>

- Online Academic Probation Workshop
- Learning Styles Inventory
- Study Skills Inventory



Areas include

- Textbook Reading
- Notetaking
- Memory
- Test Preparation
- Concentration
- Time Management




Directions Continued

Take the time necessary to carefully read each statement and choose the appropriate (honest) response which indicates your current approach to college level study skills. Click on the radio button under the appropriate column.

Text Book Reading

Question	Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never
1. I formulate questions from a chapter before, during, or after reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Before reading an assignment, I survey headings, bold print, italics, questions, summaries, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I try to get the meaning of new terms as I encounter them the first time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I formulate answers to questions I have made as I read an assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I look for main ideas as I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am able to readily identify clarifying details under each main idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I read a textbook chapter more than once.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I use a textbook study system such as SQ3R, OK5R, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Results Are:

Textbooks	Notetaking	Memory
33	20	20
Less than a score of 30 suggests changes in textbook reading skills are likely to increase your grades	Less than a score of 20 suggests changes in notetaking skills are likely to increase your grades	Less than a score of 30 suggests changes in memory skills are likely to increase your grades
Test Prep	Concentration	Time Management
15	28	8
Less than a score of 40 suggests changes in test preparation skills are likely to increase your grades	Less than a score of 35 suggests changes in concentration skills are likely to increase your grades	Less than a score of 20 suggests changes in time management skills are likely to increase your grades
		
*Validate Image: <input type="text"/> <input type="button" value="Submit"/>		




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.

Early Alert





Student Concern Form

If this is an emergency, please call 911 or ESU Police and Safety (620-341-5537).

This form is for the use of current students, faculty or staff from the ESU Emporia campus. Please provide detailed information regarding the concern you are reporting. ESU does not accept anonymous reports. Once the form is received, a member of the ESU CARE Team or Student Advising Center will review the information and take appropriate action, which may or may not include contacting the student, you, and any witnesses you have identified.

If you have any questions related to filing a CARE Team report, please call (620) 341-5222 or email stancar@emporia.edu. For questions related to filing a Student Concern & Action Form (SCAF), please call Stacey Braun (620) 341-5421 or email sbraun@emporia.edu.

Background Information

Your full name:

Stacey Braun

Your position/title:

Instructor

Your phone number:

620-341-5421

Your email address:

sbraun@emporia.edu

Your physical address:

206 Plumb Hall

* Nature of this report:

Academic/Attendance (Student Concern & Action Form: SCAF) ☐

Urgency of this report:

Normal ☐

* Date of incident:

2012-02-10 ☐ must be formatted YYYY-MM-DD

Time of incident:

1:00 PM ☐

* Location of incident:

Plumb Hall ☐

Specific location:

Room 207 CWB101A Freshman Seminar ☐ [To view a campus map, click here.](#)

Involved Parties

Please list the individuals involved (excluding yourself) including as many of the listed fields as you can provide. When completing the Student ID Number field, please include E before the number field may be left blank if information is not known at the time of the report.

Joe College

Male

Other ☐

E10000000

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

Enrolled		Student ID		Name		Subject Class		Meeting Schedule		Performance History	
0000123456		Fatt, Harry		BIOL-401 214		Meet@Shupe.edu		Performance History		View 100% Total 11 of 114	
Attendance		Trends		Flags		Recommended Student Actions					
<input type="radio"/> Attending <input type="radio"/> Not Attending <input type="radio"/> Never Attended <input type="radio"/> Irregular Attendance <input type="radio"/> Has started attending		<input checked="" type="checkbox"/> Increased level of risk <input type="checkbox"/> Major improvement <input type="checkbox"/> No longer at risk <input type="checkbox"/> Some improvement		<input type="checkbox"/> Classroom behavior <input type="checkbox"/> Does not participate in class <input type="checkbox"/> Low discussion section scores <input type="checkbox"/> Low lab scores <input type="checkbox"/> Missing assignments <input type="checkbox"/> Not passing course <input type="checkbox"/> Not turning in homework <input type="checkbox"/> Poor homework <input type="checkbox"/> Poor performance questions <input type="checkbox"/> Poor performance writing <input type="checkbox"/> Sudden decline in performance		<input type="checkbox"/> Meet with instructor <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Meet with teaching <input type="checkbox"/> Attend department help session <input type="checkbox"/> Attend campus help-mail <input type="checkbox"/> Attend campus help-reading <input type="checkbox"/> Attend campus help study skill <input type="checkbox"/> Attend campus help-writing <input type="checkbox"/> Meet advisor - course options <input type="checkbox"/> No recommendation at this time					

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.





MEMBER SERVICES

ABOUT US

RESOURCES

EVENTS & PROGRAMS

COMMUNITY

Advising Specific Programs II

High School to College
Advising Interest Group

Commission for LGBTQIA
Advising and Advocacy

Probation/Dismissal/Reinstatement Interest IG

Multicultural Concerns
Commission

Underclass & Expository
Students Commission

Home » Community » Commission & Interest Group » Advising Specific Populations II » Probation/Dismissal/Reinstatement Interest IG

Probation/Dismissal/Reinstatement Issues Interest Group

The mission of the Probation, Dismissal, Reinstatement Issues Interest Group is to provide an active forum for members of NACADA to share information and resources regarding students who have met with academic difficulties. Topics of interest to this group include innovative programs that increase student academic success, levels of institutional support for students in academic difficulty, academic standards and dismissal policies, criteria for academic reinstatement, various "fresh start" options, or other related topics.

The PDRI Issues Interest Group was created in 1998 with the intent to serve all NACADA members with an interest in discussing and sharing their expertise regarding programs, services and strategies that impact students facing Probation, Dismissal and Reinstatement. It also has an active list serve for the exchange of information and networking. It also has a website with links to member submitted samples of policies, programs, and forms such as contracts used in the assessment of PDRI students at a variety of institutions. Free submissions for posting to the web site are actively encouraged.

Newly Updated Information

Current & Past Leadership

Goals & Objectives

Resources

Letterbox

