Successful Advising Strategies for Supporting Student Academic Recovery

Overview

In our first two webinars (2010, 2013) sponsored by the NACADA Advising Community on Probation / Dismissal / Reinstatement Issues, presenters from a variety of institution types laid a foundation for understanding how we define “students on academic probation,” factors that may 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 them. Webinar participants reacted to these events with appreciation for the information, ideas, and materials shared and requests for additional strategies to assist them in meeting the needs of these struggling students. The Advising Community responded to these requests by sponsoring the development of a Pocket Guide, entitled Advising Students on Academic Probation (2014) and a third webinar on the topic (2015), in which contributors to that publication discussed the good work being done at their institutions to help academically challenged students find their way to successful degree completion. In 2019, a second edition of this Pocket Guide was released which features updates of the original conversation, a new look at holistic approaches to advising these students, and ten new “Voices from the Field” contributions from advisors who share techniques and approaches that are working well with their students.

In this webinar, led by current PDR Advising Community Chair Shantalea Johns and Past Chair Mathew Bumbalough, representatives of four of the “Voices” teams will share strategies that are helping their students succeed. Exemplary practice ideas will be drawn from:

- Probation Agreements and Advisor Meetings at Indiana University
- Student Success Program at Wayne State University School of Social Work
- A Three Part Approach to Academic Recovery at The College of Charleston
- Methods of Assistance at Florida Gulf Coast University
- Holistic Support for Underrepresented Students Experiencing Academic Probation at the University of California Berkeley
Phoenix Program Agreement – Critical Probation

Student Name: ___________________________ Username: ___________________________

This agreement is for University Division students who are on Critical Probation (or Reinstated) status. Fulfilling the requirements of this agreement will allow you to register for classes for the following semester during Early Enrollment. However, fulfilling your agreement will not by itself remove you from probation. In order to regain good standing, you must raise your CGPA (Cumulative Grade Point Average) to a 2.0 or better.

Academic Status

The type of probation you are on (probation vs. critical probation) is based on your IU CGPA, completed IU GPA credit hours, and transfer credit hours (test credits don’t apply). Currently you have ____ credit hours completed that apply to your academic status.

<table>
<thead>
<tr>
<th>Credit Hours Completed</th>
<th>Probation If IU CGPA is less than 2.00 and</th>
<th>Critical Probation If IU CGPA is</th>
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<tbody>
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<tr>
<td>46 or more</td>
<td></td>
<td>less than 2.00</td>
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This semester you are adding ____ credit hours to your completed hours. At the end of this semester you will have ____ credit hours that apply to your academic status. Based on your credit hours you need to reach an IU CGPA of ____ in order to avoid dismissal (or receive a semester GPA of a 2.5 or higher). Students who are dismissed for the first time must sit out for at least one fall or spring semester. Students who have been dismissed must petition for possible reinstatement – petitions are not approved automatically.

Target (semester) GPA to Reach Good Standing

- You will file an extended X for these repeated courses.
- Based on ____ graded hours and the extended X(s) above, your target GPA to reach GOOD STANDING is ____.

Target (semester) GPA to Avoid Dismissal

- Based on ____ graded hours and the extended X(s) above, your target GPA to avoid DISMISSAL is ____.
  
  If you earn a semester GPA of 2.5 or higher, you will be eligible to continue and will not be dismissed from IU.

Target (semester) GPA to Gain Admission to School or Program (First and Alternate choices)

- Your target GPA to gain admission to ____ is ____.
- Your target GPA to gain admission to ____ is ____.
Remember that the target GPA is calculated for the number of graded credit hours in which you are enrolled for the semester. A change in hours (drop/add) will alter the Target GPA. See your advisor for help with calculating your new Target GPA if you drop or add hours after signing this agreement.

Notes regarding Target GPAs:

Goal Setting
Your education at IU is all about you and the goals you have in mind for your future. In order to perform your best this semester it is important that you have specific, measurable, attainable, relevant, and timely (SMART) goals. With your advisor, write down two SMART goals for this semester; in addition to the biggest obstacle toward achieving that goal.

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Obstacle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2:</td>
<td>Obstacle:</td>
</tr>
</tbody>
</table>

To fulfill this agreement, you must do the following:

I. If you have not already taken the course, enroll in EDUC-X158 Culture of College (If closed then EDUC-X156 or first eight week EDUC-X150).
II. Meet with your advisor for a scheduled appointment to plan enrollment for the next term.

Future Eligibility to Enroll: All students who are not in academic good standing (CGPA below 2.0) have a “hold” placed on their enrollment, and may not enroll for the next semester’s classes until the hold is released by an advisor. To have the hold released so that the student may register for classes during Early Enrollment, the student must complete these requirements and be in contact with the assigned advisor.

My signature indicates that I understand my academic status and agree to abide by the above.

Student Signature/Date

Advisor Signature/Date
Phoenix Program Agreement - Probation

Student Name: ___________________ Username: ___________________________

This agreement is for University Division students who are on Probation status. Fulfilling the requirements of this agreement will allow you to register for classes for the following semester during Early Enrollment. However, fulfilling your agreement will not by itself remove you from probation. In order to regain good standing, you must raise your CGPA (Cumulative Grade Point Average) to a 2.0 or better.

Academic Status
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</tbody>
</table>

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Target (semester) GPA to Reach Good Standing
• You will file an extended X for these repeated courses _______________________
• Based on _____ graded hours and the extended X(s) above, your target GPA to reach GOOD STANDING is _____.

Target (semester) GPA to Avoid Critical Probation
• Based on _____ graded hours and the extended X(s) above, your target GPA to avoid CRITICAL PROBATION is _____.

Target (semester) GPA to Gain Admission to School or Program (First and Alternate choices)
• Your target GPA to gain admission to ______________________ is _____.
• Your target GPA to gain admission to ______________________ is _____.

Remember that the target GPA is calculated for the number of graded credit hours in which you are enrolled for the semester. A change in hours (drop/add) will alter the Target GPA. See your advisor for help with calculating your new Target GPA if you drop or add hours after signing this agreement.

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Goal #1:  
________________________________________________________________________
________________________________________________________________________

Obstacle:  
________________________________________________________________________
________________________________________________________________________

Goal #2:  
________________________________________________________________________
________________________________________________________________________

Obstacle:  
________________________________________________________________________
________________________________________________________________________

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My signature indicates that I understand my academic status and agree to abide by the above.

________________________________________________________________________
Student Signature/Date

________________________________________________________________________
Advisor Signature/Date
# Center for Academic Performance and Persistence

## Appointment

<table>
<thead>
<tr>
<th>Name</th>
<th>CWID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standing:</td>
<td>CUM GPA: ______</td>
</tr>
<tr>
<td></td>
<td>CUM Earned HRS: ___</td>
</tr>
<tr>
<td></td>
<td>CUM GPA HRS: _____</td>
</tr>
</tbody>
</table>

Reason for appointment:

Term:

<table>
<thead>
<tr>
<th>Class (SFAREGQ)</th>
<th>Current or Anticipated Challenges?</th>
<th>Recommended Resources</th>
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</thead>
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</table>

Total HRS Enrolled

Target GPA (If applicable):

Seen By: ___________________________  Date: ____________
As you are aware, you are currently on **Academic Probation** because your cumulative GPA is below the College’s minimum scholastic attainment standards. It is the goal of the Center for Academic Performance and Persistence to provide you the support and resources you require to return your GPA back above the minimum standards by the end of the Spring 2020 term.

We have found that students are far more successful when working toward clearly defined expectations. To avoid Dismissal due to Academic Deficiency, you must meet the following requirements:

1. **You are required** to reach Minimum Academic Standards by the end of the Spring 2020 term OR at minimum demonstrate significant academic improvement.

<table>
<thead>
<tr>
<th>Cumulative EHRS</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19 EHRS</td>
<td>1.500</td>
</tr>
<tr>
<td>20-59 EHRS</td>
<td>1.800</td>
</tr>
<tr>
<td>60 or more EHRS</td>
<td>2.000</td>
</tr>
</tbody>
</table>

The Target semester GPA you must earn in the Spring 2020 semester to return to return to Good Standing is: **2.883333333333329**

This target GPA is based on full-time enrollment in 12 credit hours. If you choose to take more or less than 12 hours you target GPA will adjust accordingly. You may wish to use the Goal GPA calculator at [http://capp.cofc.edu/gpa_calculator/goal_gpa.php](http://capp.cofc.edu/gpa_calculator/goal_gpa.php)

Students who fail to reach the Minimum Academic Standards **MAY** be retained on academic probation for one additional term, provided they demonstrate Significant Academic Progress. Significant Academic Progress is defined as the GPA that will allow a student to return to good standing in 2 semesters (24 hrs) of full-time enrollment.

The Significant Academic Progress semester GPA you must earn in the Spring 2020 semester is: **2.4416666666666664**, regardless of the number of credit hours you are enrolled in.

Students who are approved for an SAP Appeal through Financial Aid must also meet the SAP GPA identified above. Failure to meet this GPA will result in dismissal for academic deficiency and loss of financial aid. Please provide the Financial Aid office a copy of this Academic Probation Contract if you submit an SAP Appeal.

2. **Students are required** to complete EDLS 100: Learning Strategies and earn a grade of C or better if they not already taken the class in a previous semester. **EDLS 100 is REQUIRED**

You are encouraged to take advantage of all campus resources. This semester is critical to your academic success. Please keep in mind that both major and cumulative GPAs must be above 2.000 in order to graduate.

We would like to do everything we can to assist you in reaching your educational goals. Please call our office at 843-953-5674 if you would like to schedule an appointment to discuss your individual situation and appropriate resources.

Sincerely,

Michelle Furlong
Director of Center for Academic Performance and Persistence

I have read and understand the expectations listed above. I understand that I am responsible for attending all classes, doing all required work and abiding by the academic policies and standards of the College of Charleston.
- Academic Hold Requirements -

Florida Gulf Coast University students whose Institutional Cumulative GPA has fallen below a 2.00 will have an Academic Hold placed on their account, and will be prevented from enrolling in future courses. To obtain clearance to enroll each semester, students with an Academic Hold must complete the following University Requirements.

Name: ___________________  UIN: ______________
Major: ___________________  Academic Term: _________

Academic Hold Information & Registration Requirements in CANVAS

1. STEPS

   Academic Standing: ____________
   Identify Academic Goals:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

   Signature from CAA Staff: _____________________________
   Date: ___________________________

2. Meet with Center for Academic Achievement

   Attend one of the following
   • Schedule a One-on-One Academic Coaching
   • Attend a Team Academic Coaching Session
   • SLS 1501 Effective Learning Team Academic Coaching Session
   Contact CAA by calling (239)590-7906

   Signature from CAA Staff: _____________________________
   Date: ___________________________

3. Meet with Your Academic Advisor

   Suggested Topics
   • Discuss track towards graduation and future enrollment plan.
   • Grade Forgiveness
   • Excess Hours
   • Review Degree Requirements
   • Soar in 4 Progress

   Signature from Academic Advisor/Counselor: _____________________________
   Date: ___________________________

4. Return this track form to Center for Academic Achievement

   Cleared for _______________ term registration

   Signature from CAA Staff: _____________________________  Date: ___________

Florida Gulf Coast University  Office of the Registrar (239)590-7980
Center for Academic Achievement Use Only

- BANNER - SPACMNT Update
- BANNER - Hold Adjusted
- Canvas - Academic Coaching Noted
- Canvas - Academic Advisor Meeting Noted
- Canvas - AH Requirements Completed
You are receiving this form because you have received an Academic Status Warning Letter. Please fill out this form completely so that we can help you with your academic success. After completion, an academic advisor will contact you to set up an advising session.

1. Please type your first and last name: ________________________________________________

2. Which social work program are you in?
   a. BSW
   b. MSW Core
   c. MSW Advanced Standing
   d. Non-Degree

3. Are you full or part-time in the program?
   a. Full-time
   b. Part-time

4. Which of the following academic issues do you think may have contributed to your academic performance that resulted in your placement on academic warning status? (Check all that apply)
   a. Challenging assignment / course schedule
   b. Challenging textbook / reading
   c. Course load too heavy
   d. Didn’t have course materials
   e. Difficult courses
   f. Difficulty prioritizing work / academics / college
   g. Do not know how to look up appropriate research articles for assignments
   h. Do not know how to take notes
   i. Field placement issues
   j. First time taking online course
   k. Incompatible learning style with teaching style
   l. Lack of effective time management
   m. Lack of understanding of academic expectations within professional program
   n. Poor or difficulty taking relevant notes
   o. Test anxiety
   p. Unsure how to study
   q. Writing skills
5. Which, if any, of the following family/social support circumstances and/or personal issues do you think may have contributed to your academic performance that resulted in your placement on academic warning status? (Check all that apply)
   a. Adjustment to college culture
   b. Death / illness of a family member
   c. Family caretaking responsibilities
   d. Financial difficulties
   e. Finding suitable housing
   f. Home and family problems
   g. I do not feel I fit in at the School of Social Work
   h. I do not feel I fit in at WSU
   i. Lack of motivation
   j. Learning disability
   k. Loneliness
   l. Mental health challenges
   m. Separation from support system (family and / or friends)
   n. Over involvement in campus organizations
   o. Physical health challenges
   p. Substance abuse issues
   q. Too much stress / tension / anxiety
   r. Working too much
   s. Others (please specify) _____________________
   t. None

6. What courses are you taking this semester and what courses do you plan to take the following semester?
   ___________________________________________________________________
   ___________________________________________________________________

7. What steps will you take to improve your grades?
   ___________________________________________________________________
   ___________________________________________________________________
8. Of the resource options listed below, which programs would you most likely participate in and successfully complete as a part of your individualized student success program? For more information on any of the programs, please review the websites listed by clicking on the response choices. The resources you select will be discussed during your academic advising session. (Check all that interest you)
   a. A list of community and university resources
   b. Academic Success Center (1600 UGL) – Tutoring, Workshops, and Study Skills Counseling
   c. Counseling and Psychological Services (CAPS)
   d. Mort Harris Recreation and Fitness Center
   e. Schedule an appointment with a BSW advisor
   f. Schedule an appointment with an MSW advisor
   g. School of Social Work writing support
   h. Student Disability Services
   i. Student Services Center
   j. Suicide prevention
   k. The W Food Pantry (WSU)
   l. WSU housing
   m. Other (please specify) __________________

9. In order to schedule your advising session, what is the best way to reach you? (Check all that apply)
   a. Phone
   b. Email

Display This Question: If 9. In order to schedule your advising session, what is the best way to reach you? (Check all that apply) = Phone

9a. Phone Number: __________________

Display This Question: If 9. In order to schedule your advising session, what is the best way to reach you? (Check all that apply) = Email

9b. Email Address: __________________

By clicking the Submit button you will submit your form. Your academic advisor will contact you to set up an advising session. Thank you!
Successful Advising Strategies for Supporting Student Academic Recovery

Shantalea Johns, Wayne State University
Mathew Bumbalough, Indiana University
Cristy Landis, The College of Charleston
Locksley Knibbs, Florida Gulf Coast University
B. Yuki Burton, University of California-Berkeley

Minor Setback for a Major Comeback: Rising Strong Above Academic Probation

B. Yuki Burton, University of California Berkeley

Who are EOP students?

• 26% first-generation college students
• 27% low-income (Pell Grant / DREAM recipients)
• 33% historically underrepresented
• Student-parents, former foster youth, caretakers, transfer students, formerly incarcerated, undocumented, veterans and more...

“The Road 2 Resiliency: Striving Towards Success & Overcoming Academic Probation”

• 2-unit letter graded course that creates a community healing space for EOP students to destigmatize the shame associated of being on academic probation
• Disrupting the toxic “prove yourself” narrative
• High-touch individualized academic counseling
• Community development through cohort model
• Address structural inequities using a social justice framework

Course Objectives

1. Normalize their experience & emphasize that they are not alone
2. Develop a sense of belonging by establishing a peer-to-peer support network
3. Validate the emotion of shame while learning to practice self-compassion
4. Reactivate inner-motivation to excel
5. Be empowered with the tools to develop personal wellness and achieve academic success
The R2R Model

Kintsugi: Reclaiming Your Narrative

“Reflect on your own challenges, imperfections and failures over your lifetime... Use the Kintsugi philosophy to embrace these pieces as part of your own unique journey and story of resilience. Create a collage using pictures, objects or trinkets that transforms these shortcomings into lessons and stepping stones towards your success.”

R2R Overview

- Guided meditation and mindfulness exercises
- Academic coaching through Student Learning Center
- Health coaching in partnership with University Health Services
- Wellness workshops facilitated by therapists of color
- Weekly journal reflections addressing emotional awareness
- Case management & student advocacy in collaboration with departments such as the Basic Needs Center, Disabled Students Program, Financial Aid & Scholarships Office, College Departments etc.

“Failure is an event, not a person...”

Healing

“Many of the problems I faced this academic year such as impostor syndrome, lack of self care, fear to transparently communicate to my mentors and peers, lack of self love, poor academic planning, and embarrassment were addressed throughout the class and helped me re-frame how I not only see myself but also how I see the world and my role in it... I truly feel that this class was the most important class I took this semester. It may not fulfill any prerequisites but I know that what I learned here will carry on throughout my academic career and life. I have an unbroken sense of optimism and pride and this class helped empower me to own these feelings and own my narrative to move on stronger than ever before.”

Program Impact

Spring 2018
- 88% retention rate
- 2.09 term GPA increase
- 100% of R2R students would recommend the course to future EOP students

**Since 2017, R2R has served over 64 students with an average retention rate of 87%**

R2R Alumni

“Being a student in the course was the first time I felt seen, heard, and validated as a Black woman studying STEM on a predominantly white campus... I finished that semester with 3 A’s, a therapist that I was seeing regularly, food security, and enrolled in our campus’ disability services. This ultimately was the main reason why I chose to come back to the course as a student facilitator, because of how transformational it was for me, I wanted to witness it for someone else.”

Angel Ross, Spring 2018 R2R Facilitator & Student Advisor
Probation Agreements & Advisor Meetings

Indiana University
Mathew Bumbalough
Academic Advisor, University Division

Overview of the Phoenix Program

Advisor Presentations in the Classroom

Advising Meeting Part I

Advisor Agreement, the Past

Agenda

Phoenix Program
Advisor Meeting I
Phoenix Agreement
• Historical
• Current
Advisor Meeting II

“All of these things really assured me that everything in my life was going to be just fine. I found all of these things very encouraging because none of them put me down. They gave me faith in myself and made me realize that I could do anything that I set my mind to…”

~Shelby, Peer Instructor, EDUC-X158 and former student

Advising Meeting Part I

Reminders sent out
Sign Phoenix Agreement
Hour long meeting
No walk-in appointments!

Advising Meeting Part I

Reminders sent out
Sign Phoenix Agreement
Hour long meeting
No walk-in appointments!

Advisor Agreement, the Past

A Living Document
Contract vs. Agreement
GPA Target Calculations & Benchmarks
Present Probation Agreement

Probation Vs. Critical Probation

GPA Calculations

SMART Goal Setting

Probation Agreement: Status

Probation Agreement: Determining Status

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Probation Agreement: GPA Calculations

Reminders Sent Out

Recalculate GPAs

Review Goals

Semester Planning / Tough Conversations
Final Thoughts

• The advising agreement is a living document
• Coordination across departments is key
• Quality is better than quantity when meeting with students (expect when it is not)

Educate-Encourage-Empower:
A Three Part Approach to Academic Recovery

• Academic Probation Contract
• Academic Recovery Course
• Peer Leaders

The Academic Probation Contract

AKA
The Journey from Facing “the Dragon” to meeting an Ally
(The Center for Academic Performance and Persistence)

Goals of the Academic Probation Contract Process

• Define Expectations
• Promote Transparency
• Align with Financial Aid Requirements
• Provide Individualized Requirements/Support
• Identify Previous Challenges/Discuss Strategies
• Combat Punitive Perception
• Establish Supportive Relationship
• Streamline End of Term Decisions

Step Two: Academic Recovery Course: Learning Strategies

Course Mission Statement

To provide a learning-centered environment in which students are challenged to make sound, reasoned decisions in both curricular and co-curricular choices. To develop successful academic and life strategies which contribute to critical thinking, positive learning, and success at the College of Charleston.

Learning Strategies - Ideas into Action

3 hour per week contact course
Dedicated faculty derived from Student Support Services staff
Multiple formats: • Face to Face • Online/F2F hybrid • Online exclusively
56-20 sections/academic year
Annual cohort: 425-450 students
**Learning Strategies**

Students will be able to:
- identify their current academic standing, their required academic standing, as well as their required GPA to return to good academic standing.
- identify and differentiate among effective learning strategies for notetaking, active reading, and test taking.
- identify personal values and examine how these impact decision-making and goal setting.
- describe their personal locus of control and predict the impact of positive thinking on academic and personal success.
- to assess their current individual choices and align their goals and values with the appropriate use of time and self-management techniques.

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<th>Key Time</th>
<th>Week #</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 weeks into semester</td>
<td>Students get to know/learn Peer Leader, understand PLs role in classroom</td>
<td>Intro speeches, PLs lead mini session on how they started semester successfully, Accountability or other small groups are formed and PLs chat about challenges, goals, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 weeks into semester</td>
<td>Close classes are identified, PLs help students develop and practice good habits and strategies</td>
<td>In Classroom: PLs provide relevant personal experiences/ commentary (“this is how this worked for me”); Out of Classroom: PLs offer study time/office hours outside of class for students to have study buddy, ask questions, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5 weeks into semester</td>
<td>PLs assess first grade of semester, motivation level, re-visiting goals, etc.</td>
<td>Individual meetings with students using rubric to gauge current standing and possible changes in strategies</td>
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<td></td>
</tr>
<tr>
<td>5-6 weeks into semester</td>
<td>PLs address mid-semester slump, drop in motivation, loss of focus, and drive</td>
<td>PLs create/add an activity or session on how to regain motivation after the “New Year has worn off the semester”</td>
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**Peer Leader Program**

A Peer Leader Candidate...
- ...is recommended by EDLS instructor and/or PL
- ...has achieved good academic standing
- ...recognizes where academic/personal change is needed, and makes changes
- ...consistently demonstrates support for peers

<table>
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<th>Session</th>
<th>Key Time</th>
<th>Week #</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 weeks into semester</td>
<td>PLs address academic standing at midterm, and what students need to address for the second half of the semester</td>
<td>Individual meetings with students and utilizing rubric and Midterm Assessment documents</td>
<td></td>
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<tr>
<td>6-7 weeks into semester</td>
<td>PLs help students stay accountable to the strategy changes they identified in their mid-semester meetings</td>
<td>Out of Classroom: PLs identify students who would like to have a “virtual or real life accountability partner” for the remainder of the semester; PLs will arrange to email, text, call or meet with these students weekly to remind them of their goal, ways to reach that goal, encourage them to stay on track for the home stretch, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8 weeks into semester</td>
<td>PLs address academic standing last month of semester, and what students need to address for final grades before exam week</td>
<td>Individual meetings with student utilizing rubric and End of Semester Planning documents; PLs lead or co-lead a Plan for Exam session using their own strategies and helpful hints.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9 weeks into semester</td>
<td>PLs help students create an end of semester game plan</td>
<td>“Survival strategies” emphasizing wellness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A Week in the Life of a Peer Leader**

- **Class (3 hours)**
  - Taking roll, engaging with students before class, playing music, setting tone for the class
  - Leading class activities or lesson
  - Engaging in class as a “model student”
  - Monitoring/facilitating small groups
- **Weekly planning meeting with instructor (1 hour)**
  - Debriefing class
  - Defining tasks and roles
  - Troubleshooting real/potential challenges
- **Out of class component (1 hour)**
  - Communicating with class via text, GroupMe, email, Facebook
  - Organizing study sessions and reserving study rooms
  - Check-ins with individual students as needed

**Educate – Encourage - Empower**

*Images courtesy of EDL Marketing & Communications*
Florida Gulf Coast University
Student Notification of Academic Hold Requirements
Office of the Registrar
Center for Academic Achievement

Academic Hold Program Protocol at FGCU

Students returning from Suspension and/or one or more semesters away:

Complete all components of the “Academic Hold Information & Registration Requirements” course on CANVAS
Tracking Student Requirements

• Eagle Success Program Action Plan
• CANVAS Course and Academic Coaching Appointment
• Confirmation of Completion

FGCU Center for Academic Achievement

As an institution of higher education we realize that students will encounter challenges during their academic journey. The Center for Academic Achievement (CAA) is focused on student success initiatives by offering various academic success programs to assist our students in reaching their academic goals in a student-centered learning environment.

Who gets on academic probation?

A student who does not maintain the minimum grade point average will be given an academic warning at the end of the semester in which the grade point average falls below 2.0, or if the student receives a grade of "D+" in a professional curriculum (classroom/online) course.

Graduate students in the School of Social Work are required to achieve and maintain a minimum grade point average of 3.0. A student who does not maintain the minimum grade point average will be given an academic warning at the end of the semester in which the grade point average falls below 3.0, or if the student receives a grade of "B" or "M" in a professional curriculum (classroom/online) course or field instruction.

http://socialwork.wayne.edu/pdf/policies_related_to_academic_performance/termination_grade_3point1018.pdf

Student Success Program (SSP)

• The Student Success Program (SSP) began in the fall of 2013 and is ongoing.
• The program involved sending an initial needs assessment survey to students who received an academic warning letter. This survey asks them what contributed to their being placed on academic probation, what services they think might be beneficial to help them in the future and provides them with resources.
• The student was then contacted by an academic advisor and referred to other resources they needed. Upon completing the first semester of probation, students were sent a satisfaction survey. This survey asks them what resources they received from the academic advisor and how satisfied they were with the resources.
Successful Advising Strategies for Supporting Student Academic Recovery

Presenters:
Shantalea Johns, Wayne State University
Mathew Bumbalough, Indiana University
B. Yuki Burton, University of California-Berkeley
Locksley Knibbs, Florida Gulf Coast University
Cristy Landis, The College of Charleston

Questions

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