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AUTHOR Damashek, Richard

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ABSTRACT

This paper describes some programs that provide support for college students at risk of academic failure students, and offers an approach for a model academic probation program. In general, the literature identifies two types of program based on the type of student participation: mandatory or voluntary. Intrusive programs, in which student participation is required, develop from the conclusion that students who are failing need help they frequently will not seek out on their own or accept when offered. Several examples of such programs are presented. Nonintrusive, voluntary programs, are also used; several such programs are described. Some elements of a model comprehensive program are outlined. Such a program provides frequent feedback about academic standing and a variety of techniques to promote student involvement. (Contains 27 references.) (SLD)

Support Programs for Students on Academic Probation

Richard Damashek

Calumet College of St. Joseph

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Richard Damashek, Calumet College of St. Joseph

According to Tinto (1993), four of every ten undergraduate students who enroll in a 4-year college or university leave without earning a degree. Garnett (1990) claims that as many as one-fourth of undergraduate students are placed on probation one or more times during their college years. Miller and Sonner (1996) state that only 13% of students on academic probation nationally will graduate. Debard (1987) claims that the five-year graduation rate is less than 50% for for-year public institutions (p. 58) and that only one in three first-year students at these institutions return in the second year (p. 58). A study of Kansas State University (Newton, 1990), revealed that 50% of students with GPAs below 2.0 voluntarily drop out. Thirty percent had ACT scores of 20 or better "and were projected as able college achievers." These data reflect retention problems that are more complex than the issue of academic probation; nevertheless, the problem of student academic failure affects every institution of higher learning and learning assistance professionals. The purpose of this paper is to review the causes of academic failure, programs that provide support for these students, and to offer an approach for a model academic probation program.

Various explanations have been put forth by researchers attempting to explain the cause of academic failure (Miller, 1996; Rameriz, 1988; Olson, 1990; DeBard, 1987; Swift 1989; Garnett, 1990). Pitcher and Blaushild (1970) offer 10 reasons for lack of academic success:

- Lack of potential
- Inadequate conception of the work involved to succeed
- Importance of other activities over school
- Interference from psychological problems
- Failure to assume responsibility for own learning
- Poor language functions (reading, writing, speaking)
- Lack of understanding of standards of high quality performance
- Selection of inappropriate major
- Vagueness of long-term goals
- Selection of the wrong college

Isonio (1995) addresses four factors for native speaking students: 1) low high school GPA; 2) enrollment in too many credit hours; 3) college relatively more important to people close to the student; 4) low scores on placement tests (reading and writing): 5) poor study skills; 6) and lower grades in their previous math and English courses. For non-native English speaking students this same list of factors with the addition of a lower CELSA score.

In a community college study of academic probation, Olson (1990) states that through self-report students claimed that the main factors for their poor academic performance were interference from their jobs, lack of time management and goal setting skills. Employment as a factor in student academic failure is also supported by other researchers (Augsburger, 1974; Ramirez, 1998; and Russell, 1981).

DeBard (1987), cites another factor. For him, academic probation is related to the efforts of colleges and universities to maintain an image of high academic standards with the result of increasing "the number of students experiencing academic difficulty" (p. 57). He sees a "dichotomy" between the admissions programs and the academic programs. Admissions policies have become "opportunistic," whereas academic programs have "become more rigorous" (p. 57). The result is the creation of a "new clientele that could be described as 'academic boat people.'" (p. 57). These are students who are denied entrance into their intended major because they cannot meet the standards. They tend to become part of the institution's attrition problem. Noel and associates (1986) found that indecision about academic goals is a major contributing factor in student attrition. This finding has been confirmed in another, earlier study by Beal and Noel (1980).

None of the studies cited above addresses the issue of why high achievers fail. Garnett's study (1990) addresses the issue, as he puts it, that even "bright students fail" (p. 22). According to Garnett, some students have difficulty adjusting to the demands of college and to the new found freedom. "Academically talented high school students sometimes finish most of their graduation requirements at the end of the junior year and 'coast' through the senior year" (p. 22). Some of these students may have lost the discipline to study or been "lulled into a false sense of security when entering college" (p. 22). In 1990 I witnessed this phenomenon in an Honors Freshman English course at a respectable private college. About a third of the students who were used to being at the top of their classes in their high schools, were unable to meet the requirements of the course and failed to achieve their expected "A." Two students failed and several ended up with grades of "C."

We have already noted above several subgroups of students

Community College Probation Students

In a report of a study conducted at Golden West College of students on probation, Isonio (1995) identified the following characteristics that define students on probation at Golden West College:

- Lack of necessary skill levels in language, math, information, and science areas to successfully complete specific programs and classes
- Lack of knowledge about self, institution, study skills, academic skills, academic standards and expectations
- Lack of knowledge about the relationships between course content and prerequisities, requirements for degree and transfer, and occupational and personal goals
- Lack of experience with, and understanding of other cultures

Isonio concludes that previous academic history was a strong predictor of academic performance at Golden West, and that this finding is consistent with "a large and growing literature which documents the ability of past academic performance to predict future

performance (e.g., Cabrera, Nora & Castaneda, 1993; Dey & Austin, 1993; Gorsset, 1994)" (p. 12).

Adult Probation Students

Swift (1989) focuses attention on the **adult student on probation,** and to a lesser extent to adult transfer students on probation. His data points out that *a majority of the students on probation at the University of Toledo University College were transfer students from community colleges*. Further, that "permitting students to remain enrolled for several years does not necessarily cause the GPA in each succeeding year to rise" (p. 79). Students on probation "regularly enrolled in more course work than they could complete. They completed 69 percent of the hours for which they enrolled, and withdrew from or dropped 17 percent and failed 14 percent of the hours for which they registered" (p. 79).

Programs to Assist Students on Academic Probation

As noted above, one of the causes of student academic failure is that students on probation tend to make mistakes in judgment. Russell (1981) lists eight common mistakes of judgment including enrolling in too many credit hours; avoiding repeating courses in which they earned below-average grades; attempting to drop a course after the deadline for withdrawals (assuming they will get special consideration because of their circumstances); failing to resolve incomplete grades before the deadline; taking advanced courses with a weak or inadequate background; taking courses on the advice of a friend; taking all of their early courses exclusively in general education to get them out of the way; *waiting till late in the semester to get academic or personal help.*

This failure to get academic or personal help is the direct concern of learning assistance professionals. All of us have seen the problem and have struggled with it (cf. the mid-April 2001 flurry of email thread, "End of Semester," on the LRNASST LISTSERV). Silverman and Jahasz (1993) identify this phenomenon as help rejection, labeling such a student as the "help rejecter." In their deeply psychological study, they offer suggestions for approaching students on probation--suggestions that address students' psychological needs.

Because such students tend to be distrustful, the first offer of assistance must be designed to inspire confidence. Official letters do not accomplish that objective. They propose that some significant person with whom the student has a trusting relationship make the first attempt to offer help. Offers of help need to be presented in terms that praise and encourage the student's efforts to maintain independence. The student needs "to be reassured that accepting help will not create dependency" (p. 28).

To foster a sense of acceptance and belonging, students on probation need a mentoring program to encourage strong interpersonal connections to other students. The researchers recommend a group that might include former probation students who have achieved good academic standing. These students could serve as mentors to help develop a social

support network. Another type of mentor group could be a peer group responsible for helping the student on probation develop friendships and a sense of belonging.

Students with unmet safety issues may respond to assistance in helping them deal with money issues. Specific counseling about financial aid and course load adjustments may be helpful. A bigger issue may be the issue of time. The researchers point out that students on probation may not have time for academic interventions. Their need to make a living to feed themselves or their families may take precedence over their school commitments. For them, other incentives may be required. Silverman and Juhasz recommend elective credit for participation in academic support programs as one form of incentive.

Types of programs

A substantial literature exists about counseling and advising programs to assist students on academic probation. However, literature about learning assistance programs to support students on probation is scarce. The primary source for information about the role of learning assistance centers came from E-mail correspondence though LRNASST. The reader is cautioned not to expect discussion of the outcomes of the support program models that will be discussed; the researcher will look in vain for studies of the effectiveness of these programs, or the use of assessment practices to determine outcomes.

In general, the literature identifies two types of programs based on the type of student participation: mandatory or voluntary. The literature refers to these programs as "intrusive" or "non-intrusive," respectively. Within these two broad categories, several sub-groupings are identifiable: programs based on an advising/counseling model, a study skills model, and a comprehensive model.

The elements of the typical **advising/counseling program** include a professional advisor or counselor who meets with students, frequently in a group to:

- assess academic and personal problems
- set goals and objectives
- formulate a contract to assist the student in getting off probation
- identify additional resources that may be helpful to the student

Through a series of group meetings, the students participate in developing or enhancing specific skills such as time management, textbook comprehension, reading and test-taking skills, note-taking, and career planning. The advisor/counselor may refer students for additional services such as tutoring, financial aid, child-care, mental health and various social services.

Intrusive Program Models

Intrusive programs for students on probation develop from the conclusion that students who are failing need help that they frequently will not seek out on their own or accept

when offered (cf. Silverman and Jahasz, 1993). Many of the students may be forced to leave school for poor scholarship. Garnett (1990) has a particular concern for those students. He describes them as "a forgotten population for many colleges" (p. 23). Some of those students are bright students who are bored or who lack maturity or simply don't fit. Schlossberg (1989) points out that leaving school is a difficult transition that students may not be able to cope with without experiencing considerable pain and grief. These concerns for the students' well-being have led some institutions to adopt intrusive programs in an attempt to "force" students to help themselves.

Henderson State University was developed such a program. Based on the intrusive model, the program, called SIR (Students in Retention), is mandatory for all probation students. According to Garnett (1990), students in the program sign a contract to fulfill each component of the program. The contract is signed after an initial session with an advisor, who explains the program to the student. Students must visit the Counseling center at least twice during the semester; have a conference early in the semester with each instructor with whom the student is enrolled; meet with an academic advisor at least three times in the semester, engage in at least two hours of supervised study each week, and submit a weekly report for ten weeks detailing the activities completed during that week. The purpose of the structured activities is to help the student develop discipline and responsibility. The supervised study sessions were attended by tutors and academic advisors who were available to help students as needed and requested.

Supported by research from Tinto (1993), Pascarella and Terenzini (1991), Earl (1988) believes that academic deficiencies are treatable. He proposes a mandatory orientation program for students on probation to help them develop their social and academic skills. Student motivation to seek assistance does not need to be an operational variable in this treatment. Intrusive orientation does not depend on volunteerism but is a response to identified curriculum need. Earl recommends an early warning system for students in academic difficulty. Students who end up on academic probation would be required to participate in specific programming such as study skill units, academic success groups, and orientation classes.

Foreman and Rossi (1996) describe another intrusive program at Shippensburg University. This model, SEG (Student Enhancement Group) is a group approach that attempts to "empower the academic probation student to critically address those issues that interfere with learning and academic success" (p. 6). The probation students are required to attend weekly sessions that attempt to promote appropriate behavior and attitudes to foster enhanced motivation and grade achievement.

Another intrusive approach for students on probation is to target specific groups, such as adult learners. Swift (1989) describes an intrusive advising program for adult students on probation at University College of the University of Toledo. His premise is that adult students are not likely to respond to the same approaches as traditional aged students: "older students are difficult to direct into academic programs they feel are not personally appropriate" (p. 84). The college had difficulty with adult students, who were first generation college students, employed, had families and were attending school part-time.

Students resisted the college's efforts to force "them to see advisors or the dean, to receive tutoring, or to meet with faculty members for additional help" (p. 84). Swift is concerned, too, about adults taking part-time loads who may carry GPAs below 2.0 for years. As a result, "it is harder to dismiss the individual because too much time and money have been invested" (p. 84).

To meet these challenges, he proposes "better counseling and pre-enrollment testing to keep students out of programs for which they are not adequately prepared. . . ." (p. 84). Such pre-emptive measures "could reduce the numbers in academic difficulty . . . [and] reduce the numbers who withdraw from classes" (p. 84). He further recommends "preventive advising and counseling" when GPAs fall below 2.0.

According to Swift (1990), the University College program evolved through trial and error through three distinct stages. The first stage may be described as laissez faire. The approach to students lacked structure and direction. It consisted of sending students a letter notifying them that they are on probation. Early in the program, advisors were asked to review the records of students below 2.0 GPA to suggest action that would benefit the student. Four years later, data revealed that the approach was ineffective.

In the second evolution of the program, students who could be suspended received "a warning letter by registered mail indicating what they needed to do to achieve acceptable academic standing" (p. 82). Meetings were required with the students and registration forms were held until these meetings took place. Swift admits that this method "did not reduce the number of individuals in academic difficulty. Some students refused to accept the letters, and many circumvented the required meeting. Those who did meet with an advisor were counseled, but no ultimata were issued to those students" (p. 82).

In an attempt to rectify the deficiencies of this second stage, a third stage was introduced, which introduced extremely rigorous requirements. The warning letters now included the results of the initial phase of the probation study: "the results indicated that most students who experienced academic difficulty did not improve their academic records and discontinued enrollment of their own accord" (p. 82). These letters were more effective. Students were given one quarter to raise their GPA standing to a 2.5 or they were not permitted to enroll the next quarter. Students were forced to meet with the dean or associate dean by having their registration held up or voided: "those who previously had not come in for required appointments appeared because they could not take any classes until they had a meeting" (p. 82).

Another component of the program involved help from the students' advisors that included changing students' programs of study, securing tutoring assistance, and reducing course load. Students who were dropped from the university and sought readmission had to sign a contract with detailed expectations that had to be met in order for their enrollment to be continued. Students who indicated that poor grades were caused by external factors or were inappropriately earned "were required to file petitions for grade deletions or repeat courses and have grades dropped" (p. 83). As a result of these actions, students were forced to bring up their GPA or drop from the university.

Non-intrusive programs

West (1971)--West did a study at the University of Rochester using a non-intrusive counseling program for students on academic probation. **Method:** Dean sent 60 randomly selected probation students a letter asking students to report to the Counseling Center regarding their academic difficulty. Half complied. The assumption behind this study was that students having academic difficulty had personality disorders. **Results of treatment:** students who received counseling for their personality disorders did as well academically as uncounseled students. Counseling for personality disorders had no effect on improvement on academic performance.

Santa, R. & Emilio, D., Jr. (1997)-- a non-intrusive counseling model using a "portfolio approach based on assessment and personal success contracts" (p. 4). (**This article is the most detailed of the descriptions of the programs I have read and by far the best.**) The rationale is based on "student-centered, self-assessment of personal barriers to success, study skills, and career development planning" and the notion that at-risk students fail because of a lack of motivation, that successful learning is a product of effort and perseverance, not of ability" (Mealey, 1990). **Method:** Students who participate in the New Start Program are required to complete guided self-assessments, identifying problem areas; carrying out 'contract' assignments that aim at solving their problems; collecting and revising information; and completing a formal written plan in the form of a portfolio for improving their academic standing. The aim of this approach is to help students focus on achieving full academic standing as quickly as possible. **"Contract Mediators"** are responsible for monitoring, measurement, mediation and maintenance in relation to the student's contract.

University of Arkansas Counseling Program for students on probation--Rogers-Stephen An individualized academic counseling program focusing on academic coping skills. The premise of the program is that many probation students lack basic academic and personal skills that interfere with their ability to compete. As a result, they feel increased stress which exacerbates their existing skill deficiencies. The Probation Program attempts to aid these students in reducing pressures by teaching them self-management skills, basic academic skills, and decision-making skills so that they may remain in college.

Method: mandatory probation orientation is required of all students on academic probation. Through this orientation students learn about university procedures and academic probation regulations; university learning and personal support structures, and the Probation Program. Students may then volunteer to participate in the program. The program consists of assignment of student to an advisor; a contractual agreement between student and advisor; bimonthly monitoring meetings between the student and advisor; a transcript review session; and a final interview. During the bi-monthly meetings, advisors assess academic difficulties, make academic support referrals, monitor academic status, monitor grades, and make study behavior contract with student, as needed. (This article is

fully details the program including copies of the forms used in the program and instructions for advisors.)

Study Skills/Student Success Programs
I. PASS Program: management by objective—Miller and Sonner. Students involved in creative problem solving, time management techniques, study skills workshops, goal setting, action planning.

II. "Strategies for Achieving Academic Success"-- Lipsky and Ender--non-intrusive
A one credit course (14 hours) that focused on study techniques, including academic goal-setting, time management, study environment, listening and notetaking, textbook reading and concentration. Instruction provided by experienced reading and study skills specialists. Two weeks before the beginning of the semester students on probation received a letter inviting them to participate in the course as a means of improving their study skills.

Program Evaluation: Although the "intervention" demonstrated that students who participated had higher GPAs than students who did not, it is difficult to attribute the difference directly to participation. Students who participate in such "voluntary" programs are likely to be more motivated than their counterparts to succeed, and therefore more likely to do so. The authors of the study are aware of this factor, but they also claim that motivation without skills is not sufficient to improve learning outcomes.

1. Olson
The Olson study (1990) cited above described an advising program model to help community college students on probation. The hypothesis of the study was that students on academic probation who participated in the advising program would demonstrate higher academic performance than the control group of students on academic probation who did not. The advisors for the program included twenty-nine volunteers from the administration, faculty, and non-contractuals from both the instructional and student development areas. From the population of 283 students on probation, the college selected a random sample of 100 probationary students to recent added support during the semester. Only 33 of the 100 students agreed to participate in the experimental group. A second random sample produced 34 students to participate in the control group.

The program began approximately four weeks into the semester. Students in the experimental group were supposed to meet with their advisors at least four times during the semester and complete the study's survey forms. Of the 33, only 12 met those requirements.

Advisors reported that making contact with the students and eliciting participation was the greatest challenge in providing meaningful intervention.

The results of the study were disappointing. The experimental group with the help of the advisors did not perform as well as the control group which did not have the same type of academic support.

Olson concluded that the program's failure may have been due to the fact that it got off to a late start and that students should be required to meet with the advisor with some consequence attached for failing to meet that requirement.

2.Russell

Russell (1981) focused attention on the role of advisors in correcting the mistakes in judgment made by students on academic probation. An academic counselor in the College of Professional Studies at Northern Illinois University, Russell requires "students on academic probation to seek academic advising from our college office" (p. 58). In the process of meeting with these students, he reviews the possible mistakes in judgment and discusses with students appropriate ways to improve their grade point averages.

Unfortunately, Russell's article is a report of his own practice without a research component. Thus, there is no way to determine the effectiveness of his methods.

3. **Coleman & Freeman**

Coleman and Freeman (both professors of counseling at the University of Wisconsin in Madison, Wisconsin) developed a model of assistance to probationary students that was based on three variables: goal directedness, interpersonal problem solving, and social competence. Their hypothesis was that students on probation needed guidance in goal direction, interpersonal problem solving and social competence. They further hypothesized that voluntary participation in their program was an effective means of increasing retention and helping student participants get off probation.

From a potential pool of 1,040 students on probation, they had 154 volunteers for the program. Seventy-nine students, the control group, were placed on a wait-list; seventy-five students registered for a one-hour seminar.

Fifteen students were assigned to each section of the seminars, which met for ten sessions during one semester. Each seminar was led by a team of two counseling doctoral students, who presented the same "protocol" to each seminar group.

The sessions were divided into three phases: goal setting, interpersonal problem-solving, and social competence. During the first phase, students clarified the reasons they were in school and what they expected to achieve. In the second phase, they formulated strategies and plans to meet those goals. In the process, they developed and improved interpersonal problem-solving skills. For the third phase, students learned skills of social competence integral to academic and interpersonal success.

The results indicated that students in the experimental group had higher GPA rates than students in the control group. Seventy of the seventy-five participants in the experimental group finished the ten sessions.

A legitimate criticism of this approach is that only 17% of the students on probation "volunteered" to participate in the program. Another 83% had no help at all. As a solution to helping students on probation, this program appears to be limited.

Comprehensive CSU Affirmative Action Program for students on probation— Ramirez, Acting Director of the Learning Assistance Center at CSU; and Evans, Coordinator of SI and Tutorial Services at CSULB

OPTIONS FOR ASSISTANCE TO PROBATION STUDENTS

1. MOST LIMITED—send students a letter notifying them of their probation status and provide suggestions for how to improve their standing. Student is responsible for taking appropriate action.

2. INTERMEDIATE LEVEL—a probation workshop offered to probation students through which they receive technical information about the policies and procedures that determine their academic status and where they might ask general questions. This session might or might not provide transcript evaluation and advisement. Again, students are responsible for identifying the causes and solutions to their problems.

3. COMPREHENSIVE APPROACH (model California State University*)—on-going individual advising and counseling sessions, where students receive technical information, transcript evaluation, assistance in identifying the factors affecting their academic performance, referral to appropriate resources for their individual needs, and monitoring of their progress toward the resumption of good academic standing.

I. COMPONENTS OF COMPREHENSIVE APPROACH

- Program begins between semesters.
- Students attend an orientation workshop to determine how their class standing, how serious their deficiencies are, and how GPA is computed.
- Students meet with academic advisors to review their transcripts, to discuss causes of their difficulties and the gravity of the situation, and to devise a plan to address their situation and provide long-term direction toward the resumption and maintenance of good academic standing.
- Students sign a contract which makes them accountable for keeping regular appointments and following all program recommendations.
- Students leave the program when they have achieved good academic standing.

A. PROCESSES

- After students have completed the half-day workshop, they see their advisor at regular intervals (twice monthly or as needed) to ensure that they are progressing satisfactorily. Included in this part of the program are
    - two mid-term grade checks where faculty evaluate progress and recommend areas of needed improvement;
    - assistance in selecting appropriate future courses, time management, decision-making about current course continuation/withdrawal on the basis of progress evaluation;
    - referrals for assessment of skills or learning difficulties;
    - advisor-required courses to enhance future performance;
    - referrals for tutoring and instructional support;
    - counseling (career and personal), financial aid, major advisement, or other needed services;
    - intervention on behalf of the student in special circumstances involving academic departments, administrative offices and services.

B. RECORD-KEEPING

Files are kept for each student containing the contract, an updated transcript and other official school documents, an official copy of the current class schedule and student information record, probation status worksheet, records of advising sessions, copies of referrals made, copies of all correspondence, grade check forms, and other documents that provide necessary information unique to the student.

The files are updated after each advising session and the student given a copy of the update evaluation form including additional recommendations. This form is signed by both the student and the advisor. (This data provides the basis for all follow-up appointments and for evaluation of the program.)

C. PROGRAM EVALUATION

The SAA Program revealed that students who participated in the program improved their academic standing at a significantly higher level than those in the control group. Further, the more contacts with advisors, the greater the improvement. With 4.25 average contacts in 1983-84, students gained 4.23 grade points. With 6.8 average contacts, students gained 7.69 grade

points. Most important, only 50% of the experimental group was on probation compared to 75% at the end of the year.

Conclusion

DeBard (1987) proposes that institutions develop probation support programs that meet the needs of their students and the resources that the institution can provide. No one program will necessarily work for all institutions. The worst possible approach is the "fractionalized" approach, in which different units of the institution respond to the student on probation with little or no effort to coordinate services (p. 59). The alternative is a focused, coordinated approach through which one office handles students on probation. DeBard proposes establishing a climate in which students in academic difficulty can feel "that inquiry about alternative actions will be emphatically received" (p. 60). If students feel they are being "processed," they will shun the service. At the heart of the service DeBard advocates is sensitive counseling services that can address the needs of the student and guide the student in the direction of the most suitable course of action. That guidance may result in the recommendation of a different course of study, increased allocation of time for study, recommendation for tutorial help, or for "out placement" to another institution or other life circumstance.

Another component of the counseling services is the provision of quality information to students on probation. This information allows them to know their options and gives them the opportunity to make better choices. Part of the process of education involves "probationary time" which allows for consideration of how to make best use of the options available. DeBard advocates the use of group counseling or seminars for students on probation. These groups allow probationary students to see that they are not alone and place responsibility for improved academic performance on the students (p. 61).

DeBard also argues for seminars for students who do not have the grade point average required to enter their choice of major. These career seminars are designed to educate the students about alternatives to their first choice and may help prevent them from dropping out.

These functions would be managed by a "**continuance office**" that "can help track and identify" categories of students who are having academic difficulty. The office would also have programming responsibility for these students.

Most important, argues DeBard, is that students in academic difficulty have "constructive action" available for students who wish to help themselves (p. 62).

Academic Support Seminars

At Kansas State University, the Counseling Service developed an academic support program in conjunction with the dean's office and the College of Architecture and Design. The program offers a ten-week seminar for students who are on probation. Students are send a letter from the dean's office inviting them to participate in an introductory meeting the first week of classes. During that meeting the program is

described and students are invited to sign up for the one credit course. Students who participate are divided into groups of eight to fourteen. These "Support Seminars" are led by graduate students from the College of Architecture and Counselor Education. These students receive one full semester of training by co-facilitating a seminar with an experienced facilitator.

The Seminar deals with the following issues: student involvement, students' personal issues, peer influences, problem solving, and behavior change. Participants in the Seminar must agree to accept a formal statement of principles of involvement, including regular attendance to get credit for the Seminar. Personal issues such as low self-esteem and poor motivation were addressed through discussion and group activities. These issues interfere with the students' ability to produce quality academic work.

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