The First-Year Student on Academic Probation: Lessons Learned from the WayneREACH Intervention Program

Helen Wilson
Rosalind Reaves
Wayne State University
Agenda

- Profile of WayneREACH Students
- WayneREACH Program
  - Design
  - Components
  - Pilot Program 2nd Semester Results
- Lessons Learned
- Way Forward
- Discussion
# Admission Profile of First-Year Probation Student

<table>
<thead>
<tr>
<th></th>
<th>Cohort (48)</th>
<th>Outliers</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS GPA (Mean)</td>
<td>3.18</td>
<td>≤ 3.5 (8)</td>
</tr>
<tr>
<td>ACT (Mean)</td>
<td>18.6</td>
<td>≤ 23 (6)</td>
</tr>
</tbody>
</table>
Academic and Social Profile of First-Year Probation Student

Do you work while attending school?

- Yes: 56%
- No: 44%
Academic and Social Profile of First-Year Probation Student

In What Field Do You Plan to Major?

- Bio/Phy Science: 55%
- Social Science: 13%
- Humanities: 10%
- Business: 4%
- Undecided: 10%
- N/A: 8%
Academic and Social Profile of First-Year Probation Student

Did You Seek Help When You Realized You Were Experiencing Academic Difficulties?

- Yes: 29%
- No: 71%
Academic and Social Profile of First-Year Probation Student

Please identify and describe those challenges or circumstances that may have contributed to your academic difficulties.

- Fam/Per: 19%
- Poor Study Skills: 65%
- Instr/Course Diff: 8%
- Work: 8%
Qualitative Responses
Theme: Poor Study Habits/Skills

“Being nervous and tense while taking an exam and not studying hard enough”

“Not study as much as I should. Like to hang out with my friends”
Qualitative Responses Theme: Work-related

“I have a daughter and I can’t afford daycare, so I get as many hours (with work) I can afford.”

“During that semester, I worked 40-50 hours a week and had little to balance school and work. Also, it was my first semester and I was still trying to get used to college.”
Qualitative Responses Theme: Instructor/Course

“Did not understand the course content in History and had troubles comprehending the G.T.A’s discussion classes.

“lack of English speaking teacher”
Qualitative Responses
Theme: Personal Challenges

“My parents forced me to become a music major. I know very little about music.”

“disinterested in classes”

“Personal issues have constantly been a factor in my academic difficulties.”
Designing the WayneREACH Program

- Interdepartmental effort with committee
- Establish committee objectives
- Research other programs for best practices
- Conducted literature review
- Winnowing process
- Synthesis of data and program development
- Pilot launch
- Evaluation
Components of WayneREACH

- Holds (probation and REACH) placed
- Targeted email message sent to students
- Student meets with advisor to review Motivated Students Learning Questionnaire (MSLQ) and obtain “WayneREACH Intervention Checklist”
- Student reviews and completes “WayneREACH Intervention Checklist”
Pilot Program 2nd Semester Results

- 71% Not enrolled
- 27% > 2.0
- 2% ≤ 2.0
Lessons Learned

- Earlier intervention in the term
- Need follow-up to the checklist
- Rethink mandatory nature of program
- Streamline decision making process
- Evaluate staff resources
- No one “type” of Probation 1 student
- Students are interested in majors that may be incompatible with academic skill set
Way Forward

- Coordinate with Early Assessment Program to identify potential P1
- Collaborate with Advising, Academic Success Center and Career Services to develop online resources specific to P1 students
- Develop follow-up plan with students regarding intervention checklist
- Investigate ways to increase student accountability
Q & A Discussion
Presenter Contact Information

Helen H. Wilson, Ed.S., LMSW
Academic Advisor III
University Advising Center
Wayne State University
ai5620@wayne.edu
(313) 577-5504

Rosalind Reaves, ABD, MA
Learning Specialist
Academic Success Center
Wayne State University
rreaves@wayne.edu
(313) 577-4195