Extreme Makeover: Academic Edition!
Using Online Resources to Support Academically At Risk Students

**Mission**
To increase success rates of students placed on Academic Probation by connecting them with campus resources; improving their time management, note taking, and study skills; and engaging them in their own development through the creation of a personalized academic success plan.

**Delivery**
This program is a non-credit course delivered in an asynchronous online format utilizing the Blackboard Learn course management system.

**Measurement**
Success will be measured by an increase in the number of students who are successful in being removed from probationary status as compared to previous semesters.

**Probation Program Cohort**
522 students have been placed on Academic Probation since the Spring 2013 term. Of these students, 190 students with a cumulative GPA between 1.5 and 1.99 were identified as ideal students for our probation program. Of these 190, 78 students did not enroll in courses in the term following their probationary status. The remaining 112 students were placed into the Ashtabula Probation Programming course with mandatory completion.

The 78 non-returners were moved to another section of the course and invited to participate prior to returning.

**Semester Warning Programming**
A course with similar content was created to address the needs of our students who receive Semester Warnings. These students received a term GPA of 1.99 or less, but have a cumulative GPA of 2.0 or greater. All students who received Semester Warnings are enrolled in this course. The Semester Warning course is not mandatory and has no assignments. Students in this course are encouraged to contact the Office of Academic Services to receive personalized academic success coaching.
Ashtabula Probation Programming
Blackboard Learn Course Outline

Start Here!

Course Learning Objectives
• Understand what academic probation is, how it is calculated, and identify strategies to raise your grade point average to a 2.0 or higher.
• Create a comprehensive, individualized academic success plan including time management, studying, and note taking strategies.
• Communicate effectively with faculty and campus to identify academic issues, take appropriate actions to correct them, and resolve misunderstandings.

Video: Course Introduction

Policies and Student Expectations
• Completion of this course is mandatory. You will be unable to register for next semester’s courses until you have completed each of the modules contained here.
• You are expected to complete each module in its entirety, including watching all of the videos, completing each assessment, and participating in the journaling activities. Your activity within the course will be monitored by the course administrators to ensure that you are meeting all of the requirements for your continuation at Kent State University.
• It is recommended that you complete the course modules according to the schedule below in order to register on time for the Spring 2015 semester.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>What Does Academic Probation Mean?</td>
<td>September 8, 2014</td>
</tr>
<tr>
<td>How Do I Improve My Outlook and Attitude?</td>
<td>September 15, 2014</td>
</tr>
<tr>
<td>How Do I Conquer Technology?</td>
<td>September 22, 2014</td>
</tr>
<tr>
<td>How Do I Improve My Study Habits?</td>
<td>September 29, 2014</td>
</tr>
<tr>
<td>Where Do I Get Help?</td>
<td>October 6, 2014</td>
</tr>
<tr>
<td>How Do I Find the Time to Get Everything Done?</td>
<td>October 13, 2014</td>
</tr>
<tr>
<td>How Am I Paying For All of This?</td>
<td>October 20, 2014</td>
</tr>
<tr>
<td>What If I Am Unsuccessful?</td>
<td>October 27, 2014</td>
</tr>
</tbody>
</table>

What Does Academic Probation Mean?

Learning Objectives
• Define academic probation and how it can impact your educational career.
• Describe how GPA is calculated.
• Explain the requirements that must be met in order to be removed from academic probation.
• Create a schedule for the next semester which is most likely to help you increase your GPA.

Video: Welcome
• Amanda Avery Dolan, Director for Enrollment Management and Student Services, explains what academic probation means.

Assignment: Find Your Flash Path to Success!
• Survey to identify key actions you can take to get back on the path to academic success. The course administrators and your academic advisor will have access to your responses to this survey in order to provide you the best possible support on your Flash Path to Success!

**Video: GPA Calculation and Tools for Future Planning**

• Amanda Avery Dolan, Director for Enrollment Management and Student Services, explains how to calculate both your term and cumulative GPAs and introduces you to several tools to assist you in planning your schedule for future academic success.

**Test #1- Probation**

**How Do I Improve My Outlook and Attitude?**

**Learning Objectives**

• Define what academic success means to you.
• Outline your major life goals and identify how completing college supports these goals.
• Identify negative self-talk and convert those thoughts into positive aspirations.
• Write a personal mission statement to guide your choices.

**Video: Mindset**

• Carol Jones, Coordinator of the Office of Academic Services, discusses the differences between learners with a "fixed mindset" and those with a "growth mindset."

**Journal Assignment: My Self Esteem**

• Write a list of 10 or more of your personal strengths. Some examples might include: I'm a good writer; I'm physically strong; I am a good listener; I am seldom angry; I am rarely late.
• Write a list of 10 or more of your personal weaknesses. Some examples might include: I'm slow at math; I eat too much fast food; I am easily offended; I often say hurtful things; I don't clean my house often enough.
• Using the information from questions 1 and 2, how would you rate the present state of your self-esteem? On a scale of 1 - 10 (with 10 high), how strong is your self-esteem? How do you think it got to be that way? How would you like it to be? What changes could you make to achieve your ideal self-esteem?
  o This journal assignment is adapted from *On Course* 5th edition by Skip Downing; Houghton Mifflin Publishing, 2008; pg. 17.

**Video: Career Goals**

• Liz Driscoll, Senior Advisor, introduces you to tools available to help you identify your strengths and find career options that best fit your personality.

**Assignment: Writing Your Personal Mission Statement**

• In this assignment, you will be asked a series of questions designed to get you thinking about the type of person you want to be and the kind of life you want to live. Your answers to these questions should outline your guiding principles and help you narrow in on your personal goals and dreams.
  o These questions have been adapted from Franklin Covey's Mission Statement Builder which can be found at http://www.franklincovey.com/msb/.

**Journal Assignment: My Definition of Academic Success**

• List 3 of your personal academic goals. Some examples might include: pass Writing I with a B or higher; graduate with honors; get A's on all of my History quizzes.
• In regards to these goals, please answer the following:
- Why did you choose these three goals in particular?
- Are these goals achievable given your current abilities and resources?
- How do these goals currently motivate you?

- How do you define “academic success” for yourself? Is it a specific GPA? How do you know when you have been "successful?"
- How will being academically successful help you on your way to your dream job or other long term goals?

**Video: Faculty Perspective**
- Joan Steidl, Assistant Professor of Human Services Technology, speaks to a class about how to succeed in college and walks you through a motivational thought process to help you maintain your confidence as you work through your academic career.

**How Do I Conquer Technology?**

**Learning Objectives**
- Draft effective and courteous email communications to faculty and staff.
- Navigate Blackboard Learn in order to effectively interact in an online course.
- Utilize web videos to increase your knowledge of Microsoft Office programs.

**Video: Orientation to Blackboard Learn**
- Sean Melnik, Education Technology Designer, will walk you through the basics of using Blackboard Learn including logging in, sending emails with file attachments, finding course tools, understanding the announcements feature, and finding assistance when you run into trouble.

**Weblink: Blackboard Learn Tips and Tricks**

**Video: Email Etiquette**

**Assignment: Email**
- Write a professionally worded email to a professor according to the guidelines below. Be sure to utilize the 3 tips for writing an effective email to a faculty member: 1) Tell them who you are and how they know you. 2) Keep it simple, 4-5 sentences total. Be classy. 3) Spell check!
- You will be graded on how well you utilized the 3 tips above, your politeness to the instructor, and how well you integrated the information below. Comments will be provided by the administrators of this course in order to guide your future email interactions with faculty and staff. You may repeat this assignment as many times as you would like. The course administrator will continue to provide comments on your communications until you have mastered this skill.
  - To: Dr. Kent State
  - Class: The Sociology of Black Squirrels; Fridays 10am - 1:30pm
  - Problem: Missed quiz covering the issues associated with communal acorn storage
  - Hoped for Outcome: Make up the quiz

**Video: How to Find Video Tutorials for Microsoft Office**
- Sean Melnik, Education Technology Designer, walks you through where to find video tutorials for the Microsoft Office Suite.

**Weblink: Microsoft Office Training**

**Video: Faculty Perspective**
- Mike Czayka, Associate Professor of Engineering Technology, discusses why mastering the technology available to you as a student is essential to your academic success.
How Do I Improve My Study Habits?

Learning Objectives

- Prioritize study tasks.
- Identify and utilize the best study aids for your particular learning preferences.
- Estimate the amount of time necessary to realistically complete study tasks.

Journal Assignment: My Current Study Habits

- How many credit hours are you taking this semester?
- How many hours are you devoting outside of class each week on homework assignments, reading assignments, and studying for quizzes and exams?
- Where are you currently doing the majority of your coursework each week? Describe the surroundings: are they quiet or loud, cluttered or clean; are you distracted by family, friends, or pets there; are you able to access everything you need to complete your study tasks?
- Do you study alone or with a study partner? Is this arrangement working for you?
- Do you complete your reading assignments before you attend class? Do you take notes while reading your texts?
- Do you attend every class on time and ready to learn? Do you take notes during class?
- Do you review, rewrite, or clean up your notes within 24 hours of class?
- Do you currently use any study aids such as flashcards, information charts, or think links?
- Do you feel that your current study habits are working well for you? Why or why not?

Video: Study Strategies

- Danielle Weiser-Cline, Special Assistant in the Office of Academic Services, discusses various study strategies, tips, and tools that will help you make effective use of your study time.

Files: Academic Success Handouts

- Study Strategies
- Writing Under Pressure

Journal Assignment: My Study Plan for [Name of Course]

- For this entry, you will choose the most challenging course you have this semester and write a study plan for it.
  - Name the course you feel is the most challenging for you this semester.
  - Write the three top reasons why it is the most difficult course for you right now. For example: I am completely unfamiliar with this subject; we have to read 300 pages a week; most of the grade is based on a research paper and I don't think I am a good writer.
  - For each of the reasons listed above, list three strategies you might employ to help improve your chances at success. You will have a total of nine strategies. For example:
    - I will learn three new vocabulary words a day; I will do all of my readings before class; I will use all of the supplementary materials my instructor provides through Blackboard Learn
    - I will devote one hour every day to reading my textbook for this course; I will do my reading homework for this class in a quiet place away from distractions; I will keep up with my reading assignments even if it means I stop taking reading notes
    - I will start working on my research paper as soon as the guidelines are given to me; I will visit the Writing Center once a week for help with my paper beginning as soon as the guidelines are given to me; I will work on my research paper for
at least three hours every week beginning as soon as the guidelines are given to me
  o Which of the strategies you listed above do you think would be the most helpful for you? Why?
  o Which of the strategies you listed above are you most likely to keep up with throughout the semester? Why?
  o Which of the strategies you listed above are you least likely to keep up with throughout the semester? Why not?

**Powerpoint Presentation: Faculty Perspective**
- Michael Brennan, Biological Sciences Lecturer, discusses why it is important for you to study effectively.

**Where Do I Get Help?**

**Learning Objectives**
- Identify key departments on campus and describe the issues with which they can assist you.
- Locate academic support services available on our campus.
- Access library resources from your personal computer.
- Contact your academic advisor via telephone and email.
- Find important financial aid and billing information on the Kent website.

**Weblink:** Bursar  
**Weblink:** KSUA Advisors  
**Weblink:** Library Services  
**Weblink:** Student Accessibility Services  
**Weblink:** Tutoring Services  

**Test #2: Campus Resources**

**Video:** Time Management  
- In this video, Dr. Bradley Keefer, Associate Professor of History, shares his tips for how and when to seek help as well as the best people to contact in various circumstances.

**How Do I Find the Time to Get Everything Done?**

**Learning Objectives**
- Organize and use an academic planner.
- Identify "time wasters" and develop strategies for avoiding them.
- Create an ideal weekly study plan.
- Streamline your household in order to reduce stress.

**Video:** Time Management  
- Danielle Weiser-Cline, Special Assistant in the Office of Academic Services, discusses how to effectively manage your time and balance work, school, and life.

**Files:** Time Management Handouts  
- Time Management  
- Setting Up Your Planner  

**Weblink:** Weblinks for Household Sanity
• Once a Month Meals- A great resource for freezer or bulk cooking recipes.
• Organized Home- A comprehensive resource for organizing your household and keeping everything running smoothly.

**Journal Assignment: My Ideal Weekly Schedule**

• Download the "My Ideal Weekly Schedule" excel file through the link below.
• Use this file to create your ideal weekly schedule. Be sure to allow time for each of the categories below. Remember, you should set aside 3 hours of study time outside of class for every hour you spend in class.
  - Grooming: bathing, completing hair and makeup, shaving, etc.
  - Childcare: bathing children, putting children to bed, quality time with children, children's sporting events, etc.
  - Traveling: driving to class, work, daycare, school, etc.
  - Eating: food prep, eating, clean up, etc.
  - Errands: grocery shopping, etc.
  - Class: exact times each class meets, time set aside to participate in online coursework
  - Studying: reading assignments, research and writing tasks, study groups, completing assignments, etc.
  - Work: exact times scheduled, include prep times if some of your work is done from home
  - Entertainment: television, internet, gaming, etc.
  - Other: church, sports, regular family obligations, regular medical obligations, exercise, etc.
• Save your completed weekly schedule and attach it to your journal entry. If you don't remember how to attach a document to a journal entry, please consult the "Start Here" folder for instructions.

**Video: Faculty Perspective**

• Tamra Courey, Associate Professor of Nursing, discusses best practices for students in balancing class, studying, and life as well as why she believes good time management skills are essential for your academic success.

**How Am I Paying for All of This?**

**Learning Objectives**

• Locate and file the paperwork necessary to apply an appeal for continuation of Financial Aid.
• Understand the long term implications of accepting student loan funds.
• Create a budget.

**Video: How Academic Probation Affects Financial Aid**

• Kristy Call, Financial Aid Coordinator, discusses how Academic Probation affects your financial aid eligibility and the steps you need to take to ensure there is not a gap in your aid eligibility.

**Assignment: Paying Back Student Loans**

• This link will connect you to Kent State University's Cash Course offerings. For this assignment, you will complete the course entitled "Paying Back Student Loans." When you've completed the course, your scores will be sent to your email. Once you've received your scoring email, forward it to email@kent.edu. Failure to send your score will result in a grade of 0 for this assignment.

**Assignment: Budgeting**
• This link will connect you to Kent State University's Cash Course offerings. For this assignment, you will complete the course entitled "Budgeting Basics." When you've completed the course, your scores will be sent to your email. Once you've received your scoring email, forward it to email@kent.edu. Failure to send your score will result in a grade of 0 for this assignment.

What If I am Unsuccessful?

Learning Objectives
• Explain the consequences of remaining on academic probation for more than one semester.
• Describe Kent State University's policy regarding Academic Dismissal.
• State the conditions under which you will be allowed to re-enroll at KSUA should you be dismissed.
• Outline the steps for challenging academic dismissal.

Weblink: University Dismissal Policy

Video: Faculty Perspective
• Dr. Jessica Leveto, Associate Professor of Sociology, discusses how best to get back on track after encountering adversity in your life.

Journal Assignment: A Letter to My Future Self
• Address and write a letter to your future self to be read at the end of this semester. In this letter, please answer the following questions:
  o What will your grades be at the end of the semester?
  o What major obstacle will you have overcome by the end of this semester?
  o What do you want your future self to remember about who you are right now?
  o What advice do you have for your future self to keep him/her on track?
  o Are there things you would like to change about yourself, but want to wait until the semester/academic year is over before tackling them? Remind your future self what those things are.
• Finally, close your letter by outlining a "worst case scenario plan of action":
  o What will your plan of action be if your future self was not able to raise his/her GPA enough to be removed from academic probation or, in the worst case, if you are dismissed from the University. Make this plan as positive and specific as possible. It should remind your future self of what his/her options are, which may include retaking courses, finding work, seeking more academic support, petitioning for reinstatement, etc.

Results:

<table>
<thead>
<tr>
<th>Participants who completed Probation course</th>
<th>%</th>
<th>% increase over prior semester with no intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned to good academic standing</td>
<td>52%</td>
<td>6%</td>
</tr>
<tr>
<td>Improved GPA</td>
<td>72%</td>
<td>13%</td>
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</table>
Student Communication Plan:

Before start of semester
Students notified of probationary status and enrollment in Probation Programming course through email from the Assistant Dean. Email explains mandatory nature of the program in order to open student registration for the following semester.

1st day of semester
Students notified of start of the Probation Programming course through announcement feature of Blackboard Learn. Announcement is emailed directly to students through Learn. Announcement reiterates mandatory nature of the program and points out the Course Task list included in the course for students’ convenience.

Weekly
Students you have not completed course components by the recommended completion dates are sent an email reminder through Blackboard Learn. This email reminds students of the mandatory nature of the course.

Upon Completion of Course
Students who successfully complete the Probation Programming course are contacted through email by a campus administrator congratulating them on their successful completion of the program.

Students who do not successfully complete the Probation Programming course are contacted through email by a campus administrator detailing acceptable actions the student can take to fulfill the requirements of the program and unlock their ability to register for classes for the following semester. Acceptable actions are dependent upon the extent to which the student engaged in the online course, but may include attending a day long academic success seminar or meeting individually with key administrators on campus.