Working with Students on Probation

The following resources are included for your use with students who are struggling and/or on probation.

**Checklist of Challenges.** Ask your advisee to complete the Checklist of Challenges and then review it with him/her. Use the results to determine which of these tools and support resource referrals would be most helpful. Consider having advisees complete the checklist again towards the end of the semester to acknowledge progress and plan for the upcoming semester. Review the Student Support Services and Contact Information page for more information on appropriate referrals.

**Course Syllabus Reference and Grade/Attendance Tracker.** Ask advisees to complete a Course Syllabus Reference and Grade/Attendance Tracker for EACH course. Ask them to review these sheets periodically throughout the semester.

**GPA Calculation.** This tool can be used at any point during the semester. After midterm grades come out, your advisee should be able to project a realistic final grade for the course and calculate the effect it would have on his/her GPA. The information for Overall GPA Hours and Overall Quality Points can be found in the last section of the student’s online transcript (not the CAPP). Select the Faculty Dashboard and click on Student Transcript Look Up. Select the current term and enter your advisees name or ID number.

**Setting SMART Goals.** This handout might be helpful when discussing strategies for studying with your advisee.

**Student Support Referrals.** Based on your conversation and the information gleaned from the Checklist of Challenges, you may wish to refer your advisee to the appropriate support resources. Refer to the Student Support Services and Contact Information page for more information.
**Checklist of Challenges**

Reflect on last semester. Consider the factors listed below that may have interfered with your success and check those that may apply to you. Be as honest as possible so that we can determine which resources will be most helpful to you.

**Goal Setting and Motivation**
___ I am uncertain about my major
___ I do not feel motivated to do homework
___ I have trouble setting goals
___ I have trouble achieving goals I have set
___ I don’t know what motivates me
___ I don’t have a written plan for success

**Time Management**
___ My class attendance needs improvement
___ I frequently sleep during the day
___ I have difficulty organizing my work
___ I have trouble with procrastination
___ I am easily distracted from my work
___ I find that sports, parties, and/or extracurricular activities interfere with my schoolwork
___ I spend too much time on social media, playing video games, and/or watching television
___ I don’t make a daily list of things to do
___ I don’t make a weekly schedule for work, studying, class time, and free time

**Learning Styles**
___ I know that everyone learns differently, but I do not know in which way I learn best
___ I have a difficult time learning from certain professors
___ I am not sure from which kind of professors I learn best
___ I have a difficult time learning in certain subjects
___ I don’t know how to study using my learning strengths

**Reading Strategies**
___ I frequently must reread portions of an assignment to understand it
___ I read too slowly
___ I do not have a system for remembering what I read
___ I read in the same place that I relax
___ I do not begin reading the chapter of a book by scanning headings, graphs, and illustrations
___ I do most of my reading at night

**Notetaking**
___ I have trouble paying attention during class
___ I have only one method of taking notes for all of my classes
___ I don’t complete the assigned readings for my classes
___ Days pass before I review the notes I have taken
___ I review my notes by reading them over and over

**Exams**
___ I usually start studying the day before the exam
___ I do not participate in study groups
___ I study for exams by just rereading my notes
___ I run out of time when taking an exam
___ My anxiety causes me to forget information that I have studied
___ I begin all my exams by answering the first question
___ I stay up very late, sometimes all night, to study for an exam
___ I have trouble remembering things for an exam

**Writing Papers**
___ I am not sure what resources to use when I research a topic
___ I do not begin writing a paper by creating an outline
___ I do not reread and edit a paper before I submit it
___ My papers receive lower grades because they do not flow logically from paragraph to paragraph

**Health**
___ I have a habit of sleeping during the day and staying up very late at night
___ I am under a lot of stress and I am not sure what to do about it
___ I do not have free time planned during my day
___ I skip breakfast a lot
___ I do not eat well-balanced meals
___ I frequently use a stimulant like caffeine to stay awake during the day
___ Traumatic events from my past are interfering with my ability to succeed now

**Relationships**
___ I am homesick
___ My relationship with my roommate is affecting my grades
___ I do not have any friends here
___ My friends sometimes get me into trouble
___ I am nervous about interacting with my professors
___ My boyfriend/girlfriend depends on me too much
___ My family does not support my success
___ I worry about whether my relationships are healthy

Adapted from “On the Edge of Success” by Clason & Beck
Course Syllabus Reference

**COURSE INFORMATION**

Course # and Credits

Professor

Office Location

Professor’s Email

Office Hours

Attendance Policy

Assignment/Exam Policies (Due Dates, Late Work Penalties, Make-Ups, etc.)

Classmate Contact (Name, Email, Phone #)

**FINAL GRADE CALCULATION**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage/Point Value &amp; Due Dates</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Assignments/Homework</td>
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<td>Papers</td>
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<td>Final Exam</td>
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<td>Other</td>
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</tbody>
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**COURSE SPECIFIC KEYS TO SUCCESS**

Do you know of any class periods you will miss? What will you do about that?

Based on how grades are computed, which aspects of the course seem the most important?

What aspects of the course are you most likely to have difficulty with? What strategies will you use to succeed?

Goal for Final Grade: ____________  
(Adapted from SOS Workshop, University of Akron)
# Course Grade Tracker

<table>
<thead>
<tr>
<th>Graded Item (Assignment, Paper, Test, etc.)</th>
<th>Due Date</th>
<th>Completed and Submitted?</th>
<th>Grade</th>
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Midterm Course Grade: ________________

# Attendance Tracker

List dates of any classes missed. Note the reason and indicate whether the instructor has been notified and whether you’ve gotten the notes and made up any missed work.
## GPA Calculation

### Grades and Quality Point Values

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<td>A-</td>
<td>3.67</td>
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<td>B+</td>
<td>3.33</td>
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<td>B</td>
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<td>0.67</td>
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<tr>
<td>F</td>
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The Number of Quality Points for a Course = \((\text{Quality Point Value}) \times \text{(# of Credits)}\)

Semester GPA = \(\frac{\text{Total Quality Points}}{\text{Total Attempted Credits}}\)

### Grade Predictions

<table>
<thead>
<tr>
<th>Course</th>
<th>Projected Grade</th>
<th>Quality Point Value (v)</th>
<th>Number of Attempted Credits (c)</th>
<th>Quality Points (v) \times (c)</th>
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TOTAL ATTEMPTED CREDITS AND QUALITY POINTS:

Projected Semester GPA = \(\frac{\text{Total Quality Points}}{\text{Total Attempted Credits}}\) = __________________________

### How will this grade affect your cumulative GPA?

From your Student Dashboard, select NOVASIS. Select Student Academic Transcript and enter the current term. Scroll to the bottom of the transcript and complete the following from the “Overall” line under “Transcript Totals.”

Overall GPA hours: ____________ Overall Quality Points: ____________

Cumulative GPA = \(\frac{(\text{overall Quality Points}) + (\text{Total Quality Points from the semester})}{\text{overall GPA hours} + \text{Total Attempted Credits from the semester}}\)

= ____________________________ = ______________________

Note: If you repeat a course, BOTH grades count and the credits for BOTH must be used in the denominator of the GPA calculation (attempted credits) but only the credits for ONE will be counted in total credits earned.
Setting SMART Goals

When it comes to setting goals, the SMARTER the better. A SMART goal is a goal that is:

• **SPECIFIC**
  Be as specific as possible. Which chapters do you plan to read? How many pages do you plan to write?

• **MEASURABLE**
  How will you know you have completed your goal?

• **ACTION-ORIENTED**
  How will you study? Use active verbs (read, write, etc.) when planning this goal.

• **REALISTIC**
  Be honest with yourself. Rather than setting unattainable, broad goals, stick with short-term, manageable goals.

• **TIME-BOUND**
  What time and for how long will you study?

**Sample SMART goal:**
I plan to read chapter 6 in my chemistry textbook and answer all of the review questions at the end. I am going to do this task on Tuesday evening; I have allotted 1 hour (7:30-8:30) to finish.

Keep SMART goal elements in mind as you develop your study plan.