## FY10 Innovations in Teaching with Technology Awards:
### Academic Probation Workshop

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<tr>
<th>Proposal Title:</th>
<th>Academic Probation Workshop</th>
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<td>Investigators:</td>
<td>Diane Hauser</td>
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<td>Org Unit:</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Department(s):</td>
<td>CLAS Academic Programs and Services</td>
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<td>Funding Awarded:</td>
<td>$20,174</td>
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We intend to use Captivate technology to create an interactive, non-credit bearing, online workshop to be taken by undergraduate students who have been placed on academic probation. The Captivate technology would enable the workshop to include interactive components so that students can be engaged throughout the workshop, instead of at the very end. The learning by doing approach will also increase the likelihood that students taking the workshop will understand and retain the material. We want the workshop to effectively address academic policy, the issues students experience that lead to a lack of academic success, and how students can improve their academic standing.

The College of Liberal Arts and Sciences places students on academic probation each semester. The number of students on academic probation is smaller in the fall, approximately 700, than it is in the spring when it totals nearly 1,000 students. The smaller number in the fall is mainly the result of dismissals—about 36% of the students on probation in the spring are dismissed. First-year students and juniors are more likely to be on probation. In spring 2008, 256 first-year students were on probation and 50% of them were dismissed. For juniors in spring 2008, 285 were on probation and 30% of them were dismissed. The numbers are nearly identical for spring 2009.

Students on academic probation are encouraged to take a probation workshop we offer on ICON or come into our office to meet with our staff. When students come to our office, we control the content of the meeting and can adjust to student interest. This is not possible in the ICON workshop. Plus, there are no mechanisms in the workshop to keep students from sampling different modules for only a few seconds before moving on to another one.

Workshop data from 2006 and 2007 indicates that 60-65% of the students who accessed the workshop completed the final Summary and Expectations Quiz. In addition, between fall 2007 and spring 2009, the number of students taking the quiz...
dropped significantly. Only 25% of the students took the Summary and Expectations Quiz during that time. The percentage of students who visited at least one content topic in the workshop, averaged out between fall 2006 and spring 2009, was 43%. Offering a more dynamic workshop that would engage students to the very end would help us more effectively reach students and teach them what they need to know to improve their academic standing.

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<th>How will it improve student learning?</th>
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<td>Our ICON probation workshop presents several learning and teaching challenges.</td>
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**Learning Challenges**
- It is text-dense, consequently students do not spend much time trying to read and understand the information.
- Information that could be useful to the student is skipped or skimmed because the student is not required to pass a quiz in order to go on to the next lesson. Since fall 2007, only 25% of the students take the final test. • A GPA calculator is the only interactive element of the workshop. Students are not engaged by the text nature of the workshop and do not spend enough time reading to learn from it.
- Many students on probation have learning disabilities. The text format is not conducive to their learning style. It relates to visual learners only and even then, it is not visually appealing or easy to read.
- Requirements and policies are described, creating a passive approach to student learning.
- Links to resources are provided, but there is no incentive to click onto the links and learn about the resources.

**Teaching Challenges**
- The current format does not collect information about individual situations, so students cannot be directed to resources that might help them best.
- Students often tell us they do not know how to study. Demonstrating and engaging students in how to be active learners would teach students how to help themselves.
- Keeping the student's attention long enough to read and interact with educational material.
- Making policy information meaningful to the student and not punitive or boring.
- Proposal for how an innovative application of technology will enhance student learning and create engaged participatory learning.

The workshop would be useful to Academic Advising Center advisors, departmental advisors and faculty advisors—anyone who works with students who are not thriving academically. It may also be utilized by students taking the College Success Seminar (for students on probation), the College Transition classes and by students in Living-Learning Communities. Student responses could indicate other problems the student is having and lead to early intervention and retention. It may be modified for use by other colleges.
Sessions in the workshop would focus on the following: 1. College policy on good standing, academic probation and dismissal. This module would be more engaging with the inclusion of video or animation that helps a student find their GPA on the degree audit or on the transcript. It could also provide scenarios of students being proactive about their grades-video of students talking to professors and advisors. 2. How the GPA is determined and what GPA the student needs to be in good standing. The GPA/second grade only option calculator is among the most active part of our current workshop and should be included in the new one. 3. Reasons a student might not be successful and what the options might be for them. Asking students to identify the reasons they have not been successful would be helpful in providing better services to the student. If they could check off reasons or write a short answer to explain what their problems are, resources that target their needs could be provided in the module. Also, the information could also be accessed by our staff so we could personally follow-up on issues. 4. Good decision making and problem-solving. This module would identify strategies to try, such as meeting with CLAS (a video clip of a meeting), using the second grade only option, or withdrawing from a class. The pros/cons of these actions could be addressed so the student could make an informed decision. 5. Resources available to students on campus and how to connect with them, such as video from professors, interviews with students who have used the resources, a counselor walking through how Student Health or the Counseling service work. 6. Effective study strategies and ways to alleviate test anxiety. Show text-book pages – ask the student to identify what is important, demonstrate the Cornell method of note-taking, have an example of what could happen in a study group, or how supplemental instruction can be helpful. 7. Help student identify what s/he wants or expects from a university education. Short self-assessment that might also help identify whether the student is in the right major. Students could write their goals down, create an action plan. 8. Connecting their education to opportunities on campus and to career goals. Perhaps the module could link to the E-Discover interest inventory through the Career Center or to online appointment scheduling with the Academic Advising Center or our office. Video of a career fair and a student talking to a recruiter.

- Identify learning objectives and lesson plan for each session by beginning of spring 2010 semester
- TA would use Captivate software to build the workshop in spring 2010 semester
  CLAS Academic Programs and Services staff train on using Captivate software in spring 2010 in order to maintain the course

Specific Learning Objectives of the Workshop

- Student self-awareness. Students should be able to identify underlying problems that are making it difficult to be academically successful, understand goals for college and career
What resources will you need?

- Increased awareness of college expectations with regard to grades and studying
- Teach students about CLAS policies and expectations
- Teach/empower students how to take responsibility for, and get the most from, their college education
- Teach students how to use resources that can help them be successful. For example, explain ways to initiate a conversation with a professor or teach how to study more effectively
- Knowing what goes into making good academic decisions
- Understanding of effective study skills
- Increased connection with faculty and staff

Increased awareness of personal academic goals and how to reach them

Specific College Objectives

- Lower the rate of dismissal, especially for first-year students
- Increase retention and graduation rates
- Identify students who are at-risk and provide other interventions in a timely manner to help the student become academically successful
- Greater student engagement in the College

Demonstrate Impact of the technology on student learning-Assessment Strategies

Assessment possibilities for the student at end of each module

- Short, multiple-choice pre-test and quiz at the end of each module must be completed prior to moving on to the next module, so students must
- Essay question or short answer—responses would be viewed by our office
- Creating an action plan/set of goals as part of a module would help students think through priorities and goals

Assessment of workshop impact on retention

- College can measure impact of workshop on the number of dismissals and number of students who end up on probation
- Online assessment of student satisfaction with the class will let us know whether the workshop is helpful
- Measure impact on students who are on probation and not dismissed, whether taking the course increases retention and timely graduation

Rough estimate of costs

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<tr>
<th>What we have</th>
<th>What we need funding for</th>
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<tr>
<td>Two professional staff persons who are committed to learning how to use Captivate and maintain the workshop in the coming years</td>
<td>Captivate Software</td>
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<td>No other funding resources for the project</td>
<td>TA to build the workshop</td>
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### Rough Estimate of Cost

- $4,600 or $8,100
- Captivate Software $100
- ¼ or ½ time TA $4,500-8,000

### IT Support Information

For more information on the **Innovations in Teaching using Technology Awards**, please send an email to [Innovation Strategies for Teaching & Learning](mailto:innovationstrategies@uiowa.edu).

**Article number:**

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