



WAYNE STATE
School of Social Work

Michigan Association of Baccalaureate Social Work Educators Fall 2019 Conference

Supporting Students on Academic Probation

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Who We Are:

Our mission is to create and advance social work knowledge and prepare a diverse student body for social work practice that promotes social justice, with a particular focus on urban communities.



WAYNE STATE
School of Social Work

Programs

B.S.W.

- Midtown Detroit
- University Center at Macomb
- Schoolcraft Center
- B.S.W. W.O.W.! Program

M.S.W.

- Concentrations: Interpersonal Practice (specializations: cognitive-behavioral, family systems, psychodynamic) and Innovation in Community, Policy and Leadership (specialization: community change, organizational leadership, social policy)

Field Education

- 650 student placements in 306 agencies





Academic Probation:

Building the Student Profile



Traditional vs. Nontraditional Students

Traditional

- Under 25, more likely to be full-time and live on campus
- Less likely to have family responsibilities
- Less likely to depend solely on their own personal income
- More concerned with grades
- Work fewer hours

Nontraditional

- Over 25, more likely to be commuters and part time
- More life experience, more responsibilities
- More concerned with achieving educational goals
- Challenging “environmental” factors:
 - Family obligations
 - Financial stress
 - Transportation
 - Employment



Student Success Risk Factors

- Students of color
- 1st generation students
- Low socio-economic status (SES)
- Financial stress
- Family responsibilities
- Employment
- Mental or physical health issues
- “Environmental” challenges (housing, transportation, food insecurity)
- Lack of academic preparedness (writing, time management, study habits, etc)
- Feelings of disconnection from academic environment
- Lack of confidence

Jury, M., et al. (2017); Miles, R., et al. (2017)



Profile of Students on Probation

- Poor academic preparation
- Inadequate time management skills
- Insufficient study skills
- Difficulty transitioning to university/college life
- Less motivated
- Less likely to seek assistance
- More likely to have unrealistic beliefs
- Believe they have less control over their academic situation
- Struggle with creating and maintaining academic goals
- Lower level of academic self-confidence
- Lower levels of social supports
- Higher level of financial stress

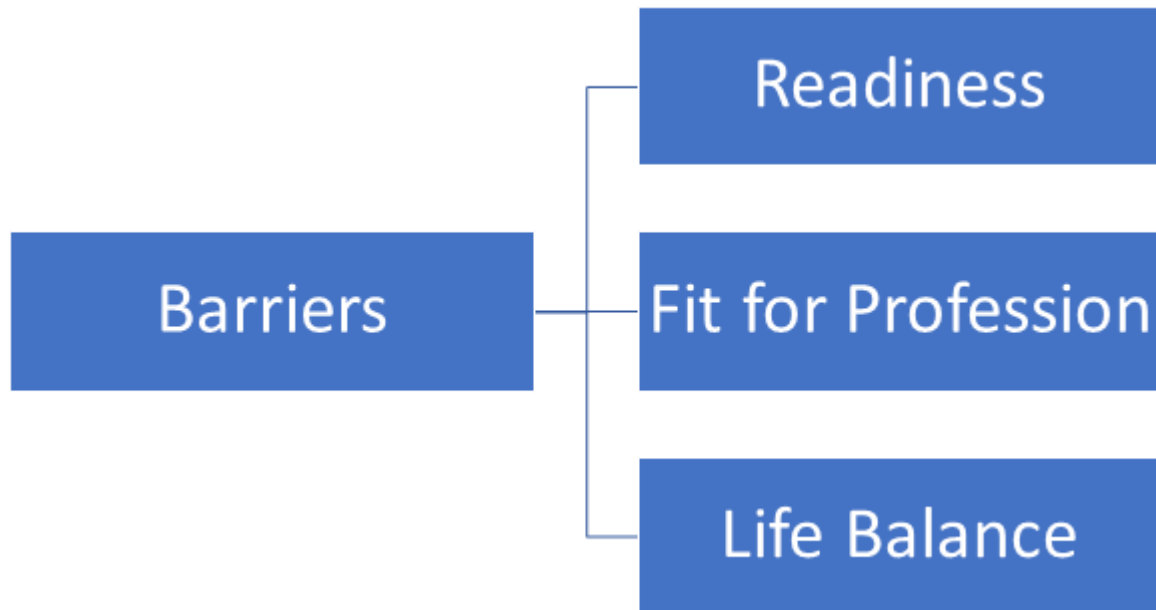


What helps?

- Self-affirmation – opportunity for student to express their own values
- Removal of financial barriers
- Strategic course-taking
- Counseling/advising (study strategies, tutoring, etc.)
- Mentoring (peer and/or faculty)
- Academic probation program – positive AND negative incentive
 - Those who don't drop out are highly motivated and grades do improve
 - Men significantly more likely to drop out than women
 - Native English speakers more likely to drop out than non-native English speakers
- Fostering a sense of hope and belief that supportive interventions will actually lead to success



Barriers Impacting Student Success



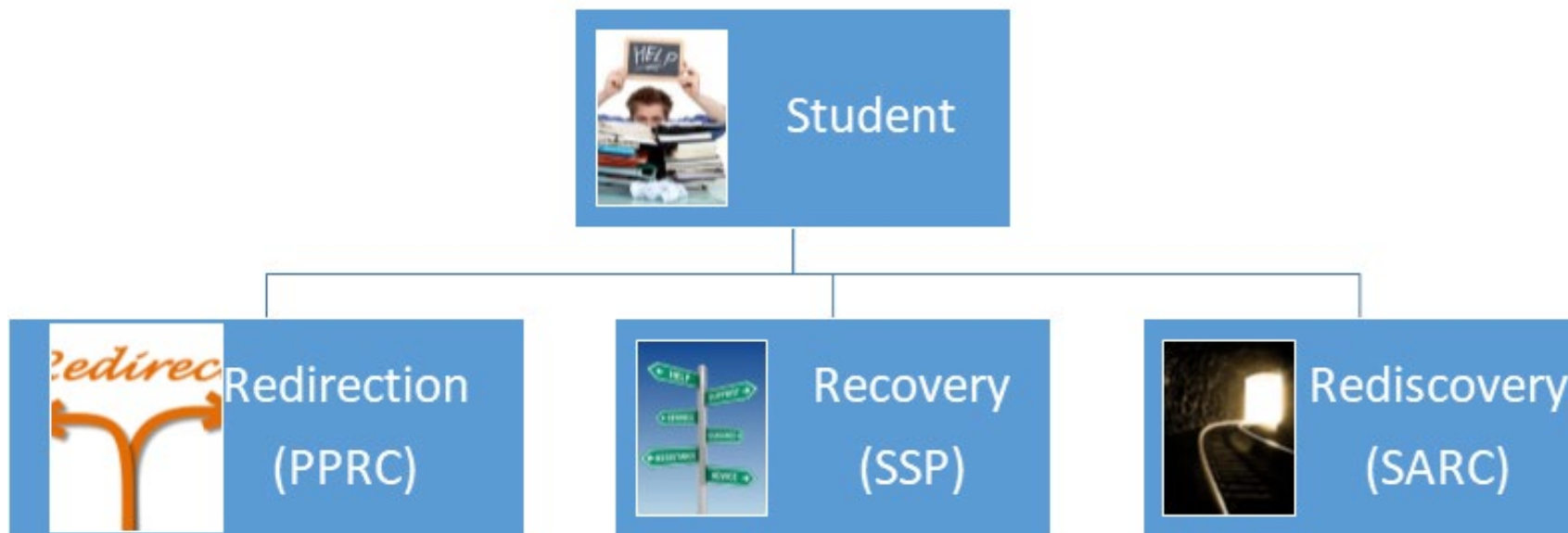


Probation & Termination Policy

A student who does not maintain the minimum grade point average will be given an academic warning at the end of the semester in which the grade point average falls below 2.0, or if the student receives a grade of “D+” in a professional curriculum (classroom/online) course.

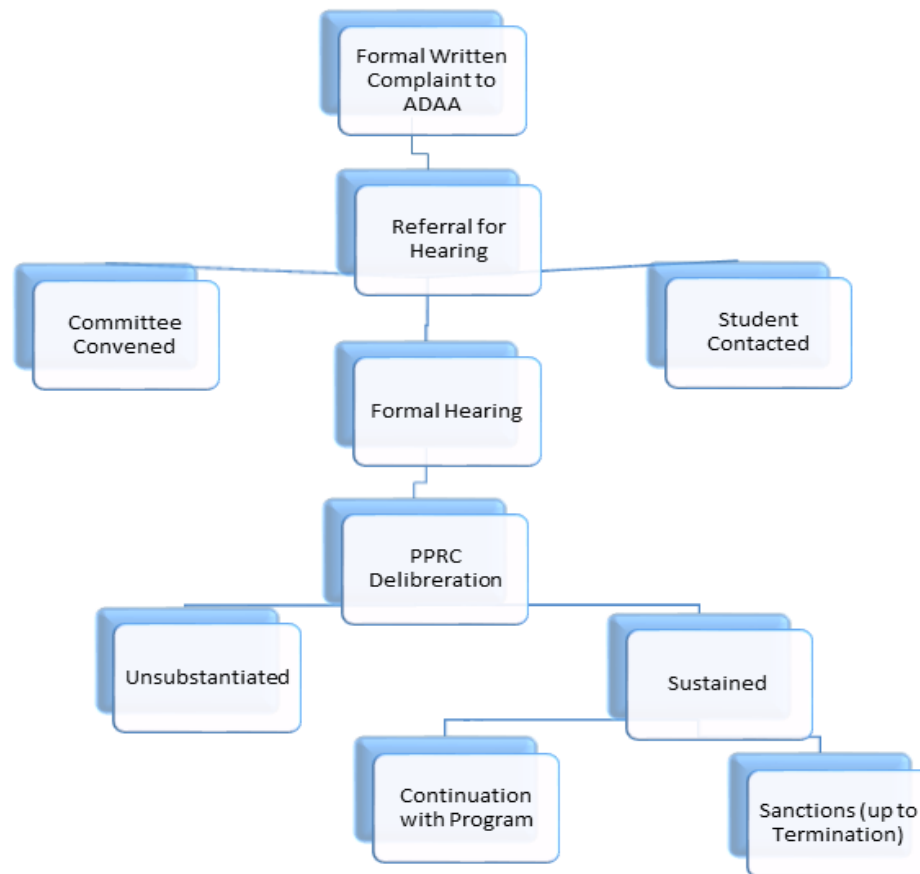


Academic Support Framework





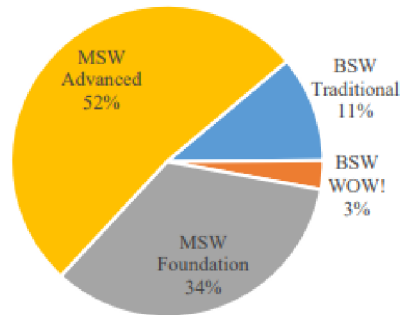
Redirection: Professional Performance Review (PPRC)





Recovery: Student Success Program (SSP)

Figure 1: Student Success Program Participants (N = 170)



Letter sent
after grades
posted

Qualtrics Survey
sent with
reflective ques-
tions and
resources

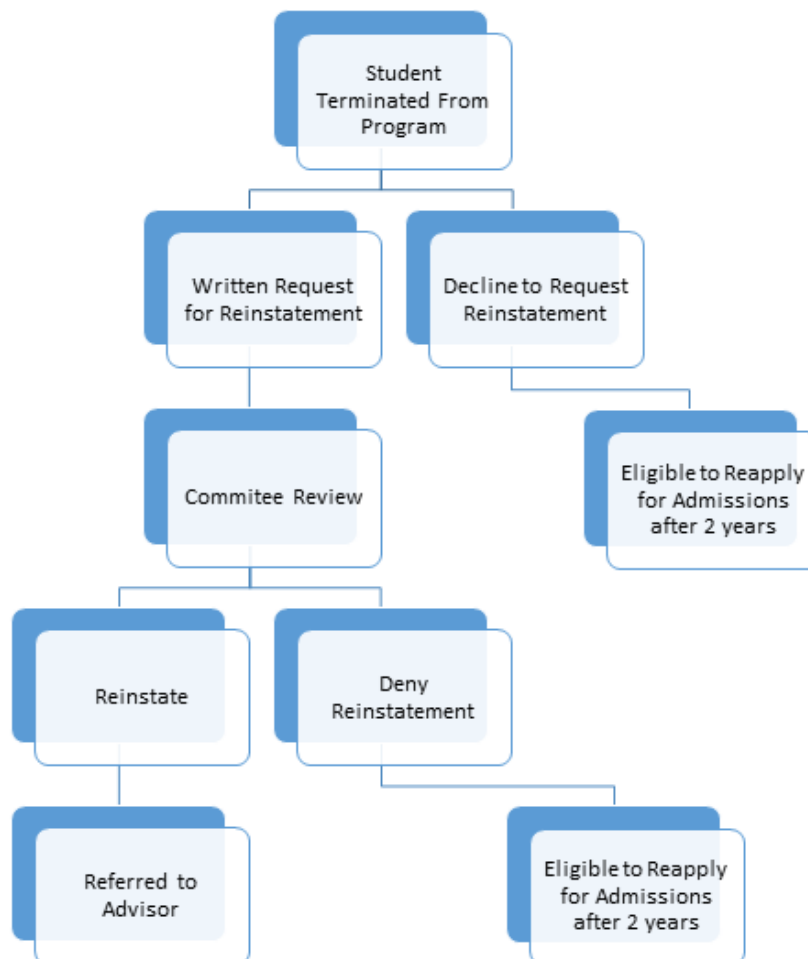
Results of
survey sent
to assigned
Academic
Advisor

Advisor reaches
out to sent to
review survey
results

Advisors
follow-up with
students through-
out the
semester



Rediscovery: Student Academic Review (SARC)





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ACTIVITY



Thank you!