

**Probation Recovery Initiatives: The Key to Student Success**

***University of Central Florida***

*Rebecca Piety & Morgan McAfee*

[*http://sarc.sdes.ucf.edu/ace/*](http://sarc.sdes.ucf.edu/ace/)

**The ACE Program is a retention initiative designed to help first-time-in-college (FTIC) probation students return to good academic standing and persist toward degree completion. A partnership between advising and academic support units provides a structured support system to serve at-risk students.**

**PROGRAM BACKGROUND**

*The Academic Coaching and Engagement (ACE) Program facilitates academic success among undergraduates by providing one-on-one, ongoing peer coaching. Academic coaches help program participants develop important academic and life skills such as organization, time management and goal setting, which are necessary to ensure satisfactory academic progress. Coaches meet with students about once a month throughout the semester to provide UCF students the opportunity to take action academically and to become more engaged in campus life and organizations.*

*The ACE Program works in concert with the First Year Advising and Exploration (FYAE) office and the Sophomore and Second Year Center (SSYC), which support First Time in College Students with all of their academic advising needs. Coaches also guide participants to take advantage of the academic resources such as tutoring, supplemental instructions and learning consultations, which are provided by the Student Academic Resource Center (SARC). In addition, coaches will encourage the full use of academic support provided through various offices that comprise the*[*Knights Academic Resource Services (KARS)*](http://kars.sdes.ucf.edu/)*.*

**IMPLEMENTATION AND RESULTS OF VOLUNTARY PILOT ACE PROGRAM (Fall 2014)**

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| --- | --- | --- | --- | --- |
|  | **On Probation** | **Participated Fully in ACE** | **Participated Partially in ACE** | **Did Not Participate in ACE** |
| **# Students** | 54 | 9 | 7 | 38 |
| **Removed from Probation** | 24 (45%) | 7 (78%) | 1 (14%) | 16 (42%) |
| **Continued on Probation** | 5 (9%) | 0 (0%) | 1 (14%) | 4 (11%) |
| **Disqualified at End of Fall** | 25 (46%) | 2 (22%) | 5 (72%) | 18 (47%) |

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| --- | --- | --- |
| **Survey feedback from participants who attended at least one coaching session** | | |
| **100% indicated** | **88% indicated** | **75% indicated** |
| * Learned to set attainable goals | * They met with their coach at least four times during the semester * They agreed that meeting with their coach contributed to their academic success * They learned to use an organizational system and to track progress in their courses * They learned ways to communicate with professors * They would advise a friend to participate in the program | * They would participate in the academic coaching program again |

**IMPLEMENTATION OF THE MANDATORY ACE PROGRAM (Spring 2015)**

Registration holds were placed on all FTIC probation students’ accounts, preventing them from registering for summer or fall courses until all mandatory components of the program were completed.

**PROGRAM COMPONENTS**

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| --- | --- | --- | --- |
| **Advising Components**  **(Academic Alert Program)** | | | |
| ***Academic Standing Questionnaire (ASQ)*** | ***Group Probation Session (GPS)*** | ***Initial one-hour individual advising session*** | ***Second Group Advising Session (GAS)*** |
| Factors that caused the change in academic standing | First week of semester or video alternative with quiz | With assigned academic advisor to discuss spring semester action plan | Tenth week of semester concerning Grade Forgiveness and Withdrawal deadlines |

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| **Coaching Components**  **(ACE Program)** | | | |
| ***Coaching Session 1*** | ***Coaching Session 2***  **Learning Skills Consultation** | ***Coaching Session 3***  *(Optional)* | ***Coaching Session 4***  *(Optional)* |
| * Set goals * Identify strengths and weaknesses * Discuss interests * Provide an introduction to student resources offered on campus (e.g., KARS) | * Goal monitoring * Study skills inventory to be completed by student prior to meeting * Skills assessment * Share and discuss resources from SARC Online with students (<http://sarconline.sdes.ucf.edu/?page_id=344>) | * Goal monitoring * Grade update, progress reports * Use of KARS units | * Review goal progress and set goals for summer/fall and prepare for finals * Campus resources review for future reference * Work on essay for scholarship application |

**Participation Incentives**

* 11 scholarships available to eligible program participants:
  + Six $500 Fall 2015 tuition scholarships
  + Four $250 Fall 2015 book vouchers from UCF Bookstore
  + One 2015-2016 academic year student parking decal

**Scholarship Eligibility**

* UCF student enrolled full-time for Fall 2015 classes at the time of application
* Regain good academic standing - removed from probation (cumulative 2.0 or higher GPA)
* Complete all mandatory and optional components of Academic Alert/Academic Coaching and Engagement Program by established deadlines
* Submit resume and two-page, double-spaced essay explaining what was learned from participation in ACE Program, the most significant component of the program, and what the student hopes to accomplish with their degree post-graduation from UCF

**RELEVANT LITERATURE**

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Nora, A., & Crisp, G. (2007). Mentoring students: Conceptualizing and validating the multi-dimensions of a support system. *Journal of College Student Retention, 9,* 337-356. doi: 10.2190/C.S.9.3.e

Robbins, S.B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin, 130,* 261-288. doi: 10.1037/0033-2909.130.2.261

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Turner, P., & Thompson, E. (2014). College retention initiatives meeting the needs of millennial freshman students. *College Student Journal, 48,* 94-104.