

DIFFERENCES BETWEEN ACADEMICALLY SUCCESSFUL
AND UNSUCCESSFUL STUDENTS IN AN
INTRUSIVE ACADEMIC ADVISING
PROGRAM

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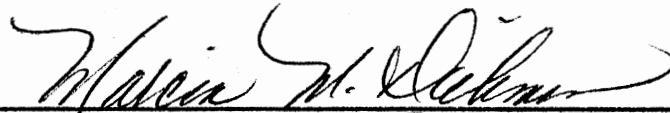
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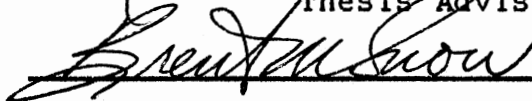
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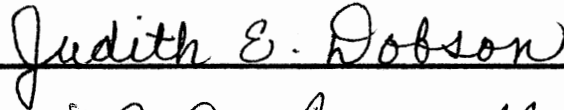
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CHAPTER I

INTRODUCTION

Attrition of students in higher education is gaining more attention as enrollments of new students decline. Institutional research at a large southwestern university recently identified the attrition rate of new freshmen to be 29.6 percent (Oklahoma State University Student Profile, 1986). The need and demand for retention programs are increasing because maintaining an institution's present student enrollment is more economical than recruiting students to replace those who leave before the completion of their degrees.

Recruitment efforts often are increased rather than attempt to retain those who have matriculated. Ihlanfeldt (1985) called these approaches a ". . . quick fix, a shotgun effort which involves spending more [money] . . ." (p. 186). He suggested that this type of approach will be ineffective for periods of high enrollment as well as periods of declining enrollments because the institutions using such strategies fail to ". . . understand or accommodate the needs of their markets" (p. 185).

During times of declining student enrollments, recruitment efforts may create opportunities for students of

lesser ability to enroll in the university. And therein lies a dilemma--the need to recruit and retain students must be counterbalanced by the need to maintain quality academic standards. Although enrollment has been predicted to decline through 1993, there are those at this same time who are calling for an increase in the requirements for admission to college ("Oklahoma's Secret Crisis", 1987). Thus, the need to develop and offer effective student retention programs is more crucial now than it ever has been.

Need for the Study

Many factors account for the changes in enrollment at institutions of higher education. Population shifts, economic conditions, birth rates, the institutional image and other factors impact student enrollment (Oklahoma State University Student Profile, 1986). Some institutions are affected more by these socio-economic changes than are other institutions, yet none are left unaffected. The decline of the energy dependent economy of certain southwestern states, for example, is having the effect of increasing the out-migration of those states, thus reducing the available student pool for enrollment by approximately 21 percent over the next 13 years (Oklahoma State University Student Profile, 1986). Ihlanfeldt (1985) reported that many institutions of all types graduate 50 percent or less of their entering freshmen. He further stated that "such

schools may be threatened severely by demographic trends in the 1980s and 1990s, if they continue to count on their admissions departments to solve their enrollment and revenue problems" (p.184). This indicates a need for many institutions to evaluate current policies and programs as they impact student retention.

Faced with the increasing expense of a college education and a shrinking pool of potential applicants, colleges and universities are forced to focus on programs and efforts designed to retain students at their institutions. One way to improve retention of students might be to increase the admissions standards thereby assuring the institution of recruiting quality students capable of completing their degrees. However, while this approach may increase the quality of student at the institution, it also would have the effect of reducing the already limited enrollment potential and could possibly become discriminatory in practice. The lowering of the admissions requirements creates its own attendant problems, such as, admitting students who are inadequately prepared for the level of work required, and it may have the effect of lowering the institution's prestigious image as a center for quality education. This dilemma is depicted by Holt (1987) who stated that institutions too often have tended to reward performance with minimal demands being made of the students. He said, "[To grant] access without quality is a cruel charade!" (Holt, 1987, p. 6).

Regardless of the debate over whether to increase or to liberalize admissions requirements, one factor of attrition still exists, and that is the potential academic failure of some students, including those who have met or exceeded the established admissions standards. Admissions officials face the dilemma of how to fulfill the mandate of the Truman Commission of 1947, which seeks to provide education for all persons who desire it and, at the same time, to maintain institutional standards for quality academic performance.

American colleges and universities . . . must become the means by which every citizen, youth, and adult is enabled and encouraged to carry his education, formal and informal, as far as his native capacities permit (President's Commission on Higher Education, 1, 1947, p. 101).

Federal assistance programs have been effective in bringing a college education within almost everyone's reach. Gardner (Foltz, 1987), speaking at the "Conference on the Freshman Year Experience", was quoted as saying "We have a birthright in this country to attend college, but we don't have a birthright to graduate" (p. D5). He further emphasized that "[colleges must do more to] increase the yield of graduates" (p. D5). This raises the question of what is the institution's responsibility to the student?

Although a reality for some students, failure need not be accepted as inevitable because students--even good ones--can experience academic difficulty. At times, it seems the

reasons for the difficulty are as varied as the students themselves. Therefore, steps need to be taken to help students handle or resolve the problems or situations that give rise to their academic difficulty and probable attrition. As part of their developmental program for students, colleges often attempt to offer some programs designed to relieve academic difficulty with the hope that a program will improve the institution's retention of these students (Dochen & Johnson, 1980; Walter, 1982).

Some retention programs have been initiated simply because they are in vogue. At other times, programs have been initiated because the faculty or administrative staff felt a need to do something about the attrition rate. However, the evaluation, if any, of those programs tends to be highly subjective and based on personal feelings (Beal & Pascarella, 1982). Therefore, timely and effective evaluation of retention programs is necessary for the appropriate utilization of student and institutional resources.

Evaluation implies responsibility. Universities must be responsible for what the students are learning and how the institution affects the students (Keller, 1983). Reviewing a study which had surveyed retention programs rated as effective, Beal and Pascarella (1982) indicated that while the respondents viewed their programs as having a positive impact on retention and on campus, the evaluations were generally unsupported by any appropriate research.

Beal and Pascarella (1982) asserted that ". . . retention [is important] for sustaining enrollment, as opposed to the unrealistic approach of continually recruiting more students" (p.79). They further stated that retention efforts are the duty of an institution and should include an honest and forthright appraisal of the student's chances for success and satisfaction at the institution. Noel (1985) observed that the enrollment level is a campuswide responsibility, but that it is difficult to convince faculty and staff of that fact. Like Beal and Pascarella (1982), Noel (1985) emphasized the need for an institution to create a staying environment. He stressed that retention is a by-product of programs, and that the goal of programs should not merely be retention, but rather be persistence which results in student success and satisfaction. Gravenberg and Rivers (1985) stressed that successful reinforcement programs provide students realistic opportunities to excel scholastically and motivate them to prosper.

According to a folk proverb, too often, we arrive where we are more by accident than by design. There is a need to evaluate the effectiveness and appropriateness of interventions designed to increase student persistence and to provide the basis for appropriate modifications in the programs. There are reasons that support the need for this evaluation. Students who possess the potential for academic success may experience academic difficulty or failure.

Academic difficulty or failure has not been limited to the freshman student. Although not as frequent an occurrence, upper-level students also may experience the pain of failure and suspension. All the characteristics of successful students have been difficult to identify. Therefore, the need exists to identify the conditions contributing to academic difficulty and provide restorative programs that, in turn, could help the students deal with the causes of their failure, so they may persist in their academic effort.

Great concern also exists regarding the status of the academically underprepared student. These students are a diverse population and are found in prestigious institutions as well as small community colleges (Moore & Carpenter, 1985). That this population is increasing in institutions of higher education is indicated by the fact that, "the fastest growing college and university programs in the nation are in developmental education" (Roueche & Armes, 1980, p. 21). Moore and Carpenter (1985) concluded that ". . . educators do not really know what makes high-risk students persist or drop out of college" (p. 108). Two approaches that have been described as successful have been "to buy professional and support services for underprepared students. . . . [and] to make minor adjustments in the curriculum" (Moore & Carpenter, 1985, p. 100).

Programs are needed that will strengthen and develop the students' academic abilities so that each student has full opportunity for achieving success. Therefore, if such

programs are to be functional, they should be designed so that variables affecting academic performance may be identified clearly and that the program to be implemented may be evaluated rigorously in terms of academic persistence. Such a design and evaluation of the program should enable the researcher or student personnel professional to assess the needs of students having academic difficulty and plan appropriate interventions as needed.

Purpose of the Study

The purpose of this study was to examine the differences existing between academically successful and unsuccessful students at a large southwestern university, who had participated in an academic assessment and improvement program designed to assist and motivate the students to improve their scholastic performance. Also investigated was the effect of the academic assessment program on the students' study habits, study attitudes, self-esteem, and grade-point averages. The study also attempted to identify common self-attributed reasons for academic difficulty.

Statement of the Problem

The problem investigated in this study is: What differences exist between academically successful and unsuccessful students in the University Academic Assessment Program? Specifically, the factors relating to academic

preparedness and achievement examined are study habits, study attitudes and self-esteem. This study examines the differences between persisting and non-persisting students who are enrolled in the university through a program designed to help improve students' academic performance. It attempts to identify these differences on the basis of grade-point averages, scores reflecting levels of self-concept, scores reflecting levels of study skills, and self-reported causes of academic problems.

Definition of Terms

Academic Advising. This is the process of assisting ". . . students in developing their intellectual potential through effective use of all resources available at the University--academic, cultural, and social" (Oklahoma State University Catalog, 1989-90, 1989, p. 20). Assistance is offered in educational planning, referral to campus support services, and information regarding majors.

Academic Difficulty. This is the condition experienced by the student in which his or her performance (as indicated by a grade-point average) falls below minimum university or college standards. This occurs whenever a student fails a course, makes a grade in a course which is not acceptable for the minimum requirements of the degree, or obtains a cumulative grade-point average below the stated university minimum grade-point average.

Academic Persistence. This occurs when a student obtains an acceptable grade-point average (2.0 or better) in the University Academic Assessment Program and is eligible to continue his or her studies, or when the student has been accepted for enrollment by one of the academic colleges.

Academic Success. This is achieved when a student earns a grade-point average acceptable to the reinstating college for course work taken while in the University Academic Assessment Program (UAAP). In most cases, performance is considered acceptable if the student earns a grade-point average above 2.0 for a minimum of 12 hours per semester.

Academic Suspension. This occurs when a decision is made to prohibit a student from enrolling in the university after: (a) "he or she earns less than a 2.00 grade-point average over the last semester attempted; and (b) the cumulative grade-point average for the last two semesters is less than 1.40; or (c) the cumulative grade-point average for all hours attempted falls below the following:

Total hours attempted	Minimum grade-point average required
fewer than 24	1.40
24 through 36	1.60
37 through 72	1.80
over 72	2.00

A student who at any time does not make satisfactory progress toward an approved educational objective will . . .

be suspended from the University" (Oklahoma State University Catalog, 1989-90, 1989, p. 26).

Attrition. This is the act of a student leaving the university. Included in the definition is withdrawal or attrition for any purpose and it is reported as the ratio of departing students compared to the total student population. Departing students are identified as students who were enrolled in a particular semester but did not return for the following semester.

College. Colleges are the academic and structural divisions of the university established on the basis of related subject areas. The university in this study has six undergraduate colleges and a student must be enrolled ultimately in one these in order to obtain a degree. An additional student services office, which does not grant degrees, but through which a student may enroll for a limited time, is the Office of University Academic Services and the University Academic Assessment Program. Each college provides academic advising services for students through its office of student academic services, which represents the dean of the college in matters concerning undergraduate students (Oklahoma State University Catalog, 1989-90, 1989, p.20).

A second definition for college is used when referring to educational institutions in general. When used in this context, the term college represents any institution of higher education, regardless of size or structure.

Contract. This is an signed agreement between the academic adviser and the University Academic Assessment Program student which describes the coursework required of e student, the minimum grade-point average acceptable, the frequency of visits to the adviser, any other required activities or programs stipulated by the adviser, and a statement of the student's agreement to participate in the program under the adviser's direction. Fulfillment of the terms of the contract determine the student's eligibility for future enrollment and referral for admission to an academic college.

Grade-point Average. This is the average of a student's grades for all classes attempted. It is the sum of the grade points per hour earned divided by the number of semester hours attempted. A four-point scale is used where an A is equal to 4.00 points; B is equal to 3.00 points; C is equal to 2.00 points; D is equal to 1.00 point; and F is equal to 0.00 points.

Intrusive Academic Advising. This is an advisement program which students are required to utilize. Intrusive activities are those in which the adviser actively intervenes in the academic pursuits of the student. These activities may range from reaching out to the students and requiring certain criteria to be met to informing students of availability of services. The current program instituted a contract with the students stipulating acceptable performance criteria. The intrusive nature of the advising

was to require the students to attend regular advising sessions with their adviser and placing restrictions upon their enrollment. The restrictions forced at least one advising contact during the semester. The advising sessions would focus on development of study habits to improve performance, the reviewing of progress or performance, and addressing current problems being experienced in coursework.

Reinstatement. This process occurs when a student is given the opportunity on a conditional basis to continue his or her enrollment at the university through the University Academic Assessment Program.

Retention. This is the process of retaining students in the university or a program of study. It is reported as the rate of students who return to the university in a succeeding year or semester compared to the total enrollment for the base year. Retention, for this study, also will refer to all students in the University Academic Assessment Program who return to the university in the semester following their enrollment in the program.

Self-esteem. This is the sum total of the way an individual perceives himself or herself, including self-perceived attitudes, ideas, or other views one has of himself or herself. The perspective is unique to the individual. Operationally, self-esteem is defined as the score on the Coopersmith Self-Esteem Inventory (Adult Form) (Coopersmith, 1981) which reflects an overall level of self-esteem.

Study Attitudes. These are the students' scholastic beliefs, approval of educational objectives, acceptance of teachers and their methods, and is measured by the Study Attitudes scale of the Survey or Study Habits and Attitudes (Brown & Holtzman, 1966).

Study Habits. These are the students' academic activities such as promptness in completing assignments, effective study behaviors and organization, and is measured by the Study Habits scale of the Survey or Study Habits and Attitudes (Brown & Holtzman, 1966).

Study Skills. Study skills describe the ability of a student to organize and assimilate academic information. Effective study skills or behaviors have been correlated with higher grades in coursework and academic success (Brown Holtzman, 1967). Study skills are measured by a student's study habits--or ways of performing on academic tasks, and study attitudes--or the student's disposition toward teachers, learning, and the academic environment as measured by the Survey of Study Habits and Attitudes (Brown & Holtzman, 1966).

Successful Students. These students have either been accepted into a college, following their enrollment in the University Academic Assessment Program, to complete their educational program, or have earned a grade-point average above 2.0 while in the University Academic Assessment Program, and have not been suspended by the university.

University Academic Assessment Program. The University Academic Assessment Program is an academic advising program for reinstated students who have been suspended from their college. It is designed to assist students in improving their academic performance to an acceptable level. Students are assisted by advisers in an evaluation of their career and academic goals in order to develop a realistic educational plan. Enrollment through the University Academic Assessment Program is limited to a maximum of two semesters.

Unsuccessful students. These are students who either earned less than a 2.0 grade-point average in coursework while in the University Academic Assessment Program, withdrew from the program and the University, were refused admission to a college, or were suspended by the University at the end of the Spring semester.

Assumptions and Limitations

1. Each subject has volunteered to participate in the University Academic Assessment Program and has accepted the contractual terms without coercion and of their own free will.

2. The investigation is limited by the fact that the subjects are volunteers and may not be truly representative of the student population of all students suspended from the university.

3. The results of the investigation are limited to this

particular institution and program and should be generalized cautiously.

4. The advisers and advisees in the program are subject to change. Advisees may be seen by different adviser than their assigned adviser. Also, due to the possibility of personnel turnover, the advisers may be replaced by other persons before the end of the study. Although the potential for change of personnel exists, that possibility is not expected to affect the structure, requirements, or procedures of the program. The contract and policies of University Academic Assessment Program are maintained in spite of any relational changes.

5. Due to variance in probationary policies and decisions of the undergraduate colleges, students who could be potential candidates for the University Academic Assessment Program may be retained in the colleges on a probationary status. Also, some suspended students may elect to not apply to the University Academic Assessment Program. Thus, the sample of University Academic Assessment Program students is not inclusive of all suspended students.

6. The course load carried by students in the University Academic Assessment Program is appropriate for all similar students with similar degree objectives and is not different qualitatively in the view of the University.

Significance of the Study

The present study enabled the researcher to determine the effectiveness of the University Academic Assessment Program to improve grade-point averages, self-esteem and study skills of students enrolled in the program. Secondly, this study helped identify the differences between the successful (or persisting) students and the unsuccessful students in the University Academic Assessment Program. On the basis of this information, evaluation and selection criteria of future applicants is recommended. Finally, the study has provided identification of important variables related to academic success for this population. Furthermore, the results of this study provide useful information for developing specific programmed activities that would benefit the students' academic performance. Some of the needs of this population of students has been identified and recommendations for appropriate interventions are offered.

Null Hypotheses

1. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their study habits as measured by the Survey of Study Habits and Attitudes.
2. There is no difference between the pre-program and post-program scores of the successful and unsuccessful

students on the study habits scale of the Survey of Study Habits and Attitudes.

3. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their study attitudes as measured by the Survey of Study Habits and Attitudes.

4. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study attitudes scale of the Survey of Study Habits and Attitudes.

5. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

6. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

7. There are no differences among the students' entering cumulative grade-point averages, their grade-point averages earned while in the University Academic Assessment Program, and their cumulative grade-point averages after participation in the University Academic Assessment Program.

8. There is no significant interaction between the students' year in school and time of measurement on the students' academic performance (entering, program, and cumulative) as operationalized by grade-point average.

9. There is no difference between successful students' and unsuccessful students' entering cumulative grade-point averages.

Organization of the Study

Thus far, Chapter 1 has identified the importance of retention of students as an issue for institutions of higher education. Also discussed, has been the need to design and evaluate programs of retention for maximum effectiveness of institutional and student resources. Academic failure has been identified as one cause of student attrition. The purpose of the study is an attempt to evaluate a retention program designed to facilitate improvement in a student's academic performance following that student's experience of academic failure. Indicators of a student's academic success have been identified as his or her level of academic performance, level of self-esteem, and level of study habits and abilities.

Chapter 2 provides the reader an overview of literature related to the field of academic advising and academic persistence and variables related to the subject of inquiry. A description of relevant programs for retention and academic improvement is incorporated in the review. Chapter 3 presents a description of the population sample, instrumentation, and research design for this study.

Chapter 4 reports the results of the analysis of the data. In the chapter the students' grade-point averages and

scores for self-esteem, study habits and study attitudes are evaluated. The performance of students who were unsuccessful and successful while in the University Academic Assessment Program is compared. The students' perception of the cause of their academic difficulty also is reported. Chapter 5 presents a discussion with conclusions drawn from the data analysis and follows with recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

This review examines several programs designed to assist students, particularly high-risk students, to improve their academic performance and persistence toward an academic degree. Also examined is the relevance of academic advising to performance and retention, along with study habits, study attitudes, and self-esteem which are reported to affect academic persistence. Relevant variables to consider in evaluating or designing an academic improvement and retention program will be discussed as well.

College Programs

When budgets are tight and enrollment is down, the attrition rate of an institution's students can become an important topic. Indeed, much literature on this topic has appeared in the past few years (Dochan & Johnson, 1980; Heinemann, Dunkelblau & Johnson, 1984; Glennen & Baxley, 1985; Noel, 1985; Pascarella, 1982; Tinto, 1982, 1985). However, in spite of increased attention to the field, dropout research is in a state of disarray, because researchers have been unable to agree about what characteristics constitute an appropriate definition of

dropout (Tinto, 1982).

Retention

The purpose of retention programs is to increase the retention of students at the institution through implementation of intervention strategies (Beal & Pascarella, 1982). The results of these programs rarely are reported or shared outside of the institution. Most retention programs surveyed focus on addressing potential problems experienced at the freshman level and are defined as successful if the students persist at the school or in the program the following year (Saluri, 1985). In addition, it appears most of the effort to reduce attrition is directed toward those who withdraw voluntarily from school. Tinto (1985) reported that nearly 85 percent of student departures are voluntary. Little is said about retention efforts directed toward the students in academic trouble who have a strong desire to continue their education.

Many studies have been conducted for the purpose of identifying the differences between persisters and dropouts and their perceptions in terms of problem areas, adjustment to academic environment, and other variables for each group (Keller, 1978; Paschke, 1981; Tinto, 1982). The results of some studies have shown that students who dropout or stopout experience a lack of congruency with the collective campus value patterns, and perceive themselves as having insufficient or inadequate interactions with others in the

college (Cope, 1978; Noel, 1978; Paschke, 1981; Tinto, 1975). Another variable which may impact the student's performance and decision to persist or not is the level of satisfaction experienced by the student in his or her academic environment (Previn, 1968). Hoyt (1978) stated that ". . . student satisfaction arises from two sources: a sense of progress in reaching personal goals and a sense of comfort with the environment" (p. 79).

Most of the aforementioned studies assume that student attrition is self-initiated. Institutions are encouraged to develop programs to enhance the student's academic life thus creating some motivation to remain at the educational institution. What tends not to be addressed is the loss of students through academic failure, when with adequate interventions those students may have been enabled to continue their education. Some persons would argue that the failure of students indicates that those students should not have been admitted to the University (Holt, 1987), while it might also be argued that failure is part of a natural process of selection of the fittest. Without the possibility of failure or other distinction of performance, it would be difficult to claim quality in education. Yet, to adopt such a perspective would be akin to assuming that vast numbers of workers are unfit simply because they are unemployed due to economic conditions beyond their control. Therefore, it seems fair that each student accepted for enrollment should have an opportunity to obtain a quality

education by making available appropriate resources that may increase the probability of their success following admission.

A group of students that has been overlooked in the literature are those who, having been admitted to higher education studies, find themselves in academic difficulty yet still desire to continue their education. The difficulty exists in determining fairly and accurately the potential for academic success for this group (Schuster, 1971). Even if an institution succeeds in recruiting and admitting ideal students, there exists the potential of failure as the students experience the freedom and the pressures of their academic environment (Heinemann, et al., 1984; Keller, 1978). Once admitted, these students' needs should not be neglected or ignored if the institution desires to retain the students and give opportunity for maximum academic performance (Saluri, 1985).

Most research has attempted to differentiate persisters from non-persisters and to assess the types of difficulties experienced by undergraduates. For example, Sandling and Stafford (1976) identified 20 areas that are problems for undergraduates, and classified them into four groups. The four broad areas of concerns represented academic, career or vocational, emotional, and relationships or interpersonal interactions. Without considering levels of seriousness, Sandling and Stafford (1976) identified the eight most frequent problems that students face. These problem areas,

in order of reported frequency, were related to; a) career plans, b) worry, c) taking examinations, d) depression, e) study habits, f) nervousness, g) lack of self-confidence, and h) curriculum choice.

Heinemann, et al. (1984) identified factors contributing to withdrawal decisions. Surveyed students identified the following factors as relevant to their decision to withdraw: personal reasons (38.0%), job conflicts (25.5%), financial limitation (22.7%), too far behind in the course work (18.3%), changing career decisions (16.3%), family issues (14.9%), poor grades (7.7%), and tests (2.9%). When assessing factors affecting academic achievement of freshman, Keller (1978) reported that the students he surveyed attributed the cause of their low grades to their own lack of motivation, proper study habits, and attention to school work. Also, Keller stated that students that had a poor academic record had difficulty with exams; failed to manage time wisely and to develop study habits; had unrealistic perceptions of college work; were lacking in motivational factors such as personal discipline; blamed their high school preparation; lacked congruence with the institution; had low interest in courses; and failed to get thorough academic advising.

Sandling and Stafford (1976) emphasized that students experience greater difficulty in curriculum choices as their grade-point average decreases. Regarding decreasing grade-point averages and increasing difficulty of curriculum

choices, they suggested that a combination of views be adopted. Lower grades can be viewed as a function of a lack of direction as well as a condition leading to a state of indecision regarding alternatives. This position is supported by Keller (1978) who reported that absence of career or academic goals does not appear to be a major reason for poor scholastic performance for most freshmen. However, more than half of those students who were unclassified academically and experienced academic difficulty cited the lack of these goals as contributing to their difficulty.

Another factor that has been identified as impacting student performance and withdrawal is the congruence the student experiences with the institutional and academic environment. Congruence stimulates achievement and fosters increased satisfaction and effective coping (Previn, 1968; Walsh & Lewis, 1972). Heinemann, et al. (1984) suggested that "Withdrawing students experience less congruence with the University environment than do persisting students" (p.3). There are enough problems common to both persisters and non-persisters that programs could and need to be designed to address the issues which in turn would enhance the congruence or environmental fit of the University with the student leading to a more comfortable adjustment to academic life and increased student persistence (Heinemann, et al. 1984).

Doolittle (1981) described an advising program designed to initiate frequent contacts and give more attention to the students with the expectation that the students would show increased class performance. His program focused on the undecided students who tended to graduate at a lower rate than those who had a focused plan. The results of his study were mixed leaving him to conclude that ". . . student retention remain[s] an elusive phenomenon" (p. 22).

Regarding help-seeking behavior, Sandling and Stafford (1976) found that freshmen were more likely to seek help with their academic problems than other groups, and that those with lower grade-point averages were more likely than their successful counterparts to seek aid for academic problems.

Summary. Numerous studies have been conducted attempting to identify the causes of attrition and factors contributing to retention of students (Heinemann, et al., 1984; Keller, 1978; Paschke, 1981; Tinto, 1982). The researchers have also attempted to identify characteristics which would differentiate persisting students and those who drop-out (Cope, 1978; Heineman, et al., 1984; Noel, 1978; Paschke, 1981; Sandling & Stafford, 1976; Tinto, 1982). Although numerous factors were found to be associated with academic difficulty and attrition, no single factor was dominate. The literature addressed issues of voluntary attrition primarily and tended to be silent about forced

attrition as a result of academic difficulty.

The literature thus far has identified retention of students as a present and growing concern. Although attrition is usually perceived negatively by the institution, the departure of a student from the college experience may not be seen in the same light by the student. "Either because of maturation or the impact of the college experience . . . some of these individuals come to understand that higher education . . . is not for them, [and] this realization is in no direct sense a failure of intent" (Tinto, 1982, p.5). Attrition is complex and cannot be determined by a few or limited causes.

Academic Counseling

The failure to utilize available academic counseling services has already been shown to be at least one factor affecting the student's academic performance (Caldwell, 1976; Keller, 1978). However, it is recognized that the availability or use of academic counseling services is not enough to guarantee satisfactory efforts and results. Inappropriate or inadequate counseling can do more harm than good (Dickenson & Truax, 1966; Grites, 1982). Grites (1982) cited the need to shift from traditional advising which merely verifies graduation requirements to developmental advising. He suggested that if advisers identified and understood the various populations of students attending our institutions, then the advisers could employ different

advising techniques and strategies to design educational environments which would facilitate student development.

The link between advising and improved student retention is evident from a developmental perspective. Walsh (1979) and Crockett (1985a) suggest redefining academic advising to include developmental functions as central to the advising process. Walsh (1979) stressed that such a revitalization of academic advising would assist a student in obtaining an integrated education. He also advocated that developmental advisement assists in personal and academic growth, which facilitates integration of the educational experience with the student's several roles as well as their role as learner as opposed to the compartmentalization often imposed upon education. Thus, advisers must play unaccustomed roles such as counselor, advocate, and guardian. According to Walsh (1979), many advisers are uncomfortable with a developmental perspective of advising, fearing that they may cross the line from advisory to counseling concerns. He insisted that:

. . . the developmental function of advisement, however, should not be confused with either psychotherapy or personal counseling. The focus of advisement remains a student's academic self, not simply in the narrow sense of one who absorbs knowledge, takes courses, and completes requirements, but in the broader sense, which includes the integration of the academic self with

one's other selves. (p. 447)

The student's readiness for a developmental advising approach varies, and the adviser will need to deal with the student's perceptions of the advising process in an effective manner (Crockett, 1985a).

One strategy developed to increase or encourage students' utilization of services is to adopt an intrusive advising approach (Dochan & Johnson, 1980; Glennen & Baxley, 1985; Kaye, 1972; Lyons, 1985; Saluri, 1985). Intrusive advising, with support programs, has helped freshman students to increase their grade-point average and persist to graduation, and it is reported that this approach could assist other students as well (Glennen & Baxley, 1985; Lyons, 1985). Lyons (1985) described a program which consisted of a weekly group format and provided a test anxiety workshop, assessment of study styles and group activities to promote personal worth, improved self-concept, and a sense of belonging. Another successful intervention suggested by Kaye (1972) consisted of a program which combined guidance, counseling, and study skills in an advising program.

Glennen and Baxley (1985) reported on an intrusive advising program which was successful in reducing attrition of high-risk college freshmen and sophomores. The program resulted in reduced attrition, more hours attempted, more hours completed, higher grade-point averages, and an increase in the number of freshmen with low ACT scores who

were continuing their enrollment the following semester. Glennen and Baxley (1985) stated that the intrusive approach emphasized individual attention and helped students to cope with academic problems more effectively. Good advising programs "result in better attitudes, self-concept, intellectual and interpersonal development of students, and benefits institutions as well" (Grites, 1980, p. 1).

Dochen and Johnson (1980) implemented an intrusive advising program for transfer students having low grade-point averages, where the students were required to complete a contract requiring special advisement sessions and programs. The researchers provided the students with three alternative courses of action--a three-hour elective course stressing self-management and learning strategies; individualized study under supervision of paraprofessional counselors; or an academic improvement group emphasizing development and application of academic skills which utilized peer models and support. Dochen and Johnson found that students who chose the credit program were more successful than others in meeting the contract conditions.

Heinemann, et al. (1984) made seven recommendations to be implemented either early in the college students' academic career or while the student is still in high school. They stressed the importance that students gain a realistic perspective regarding the demands of an collegiate career and not neglect preparing an appropriate academic foundation prior to enrolling in a college or university.

In summary, faculty and institutional expectations need to be communicated early so as to establish realistic expectations in college-bound high school students. Familiarity between faculty and students is important and may be accomplished through discussion groups. Finally, the institution should not neglect to provide survival skills programs to assist the students' transition to the campus.

Other recommendations for advising strategies of high-risk students were suggested by Grites (1982). He stressed the development of students' interpersonal and communication skills as well as specific cognitive skills such as problem-solving. Grites further emphasized the advisers' use of self-disclosure, modeling, and peer relationships as possible effective advising techniques.

Since every academic institution must establish and maintain academic standards, the possibility of failure is always present. Advising programs have been used often to foster persisting behaviors and attitudes of students. The problem with advisement has been the lack of utilization of services by targeted students (Benedict, Apsler, & Morrison, 1977; Moore & Carpenter, 1985; Tinto, 1982). Some the literature has suggested using an intrusive advising approach. Glennen and Baxley (1985) stressed the responsibility the institution has for the high-risk student when they claimed that:

If high-risk students are allowed continued access to higher education and continue to be a focus of

recruiting efforts, then institutions should provide services to reduce these students' attrition and improve the probability that these students will succeed. (p. 46)

Such programs must be well defined to be effective and evaluated appropriately.

Summary. The extent to which students use available counseling or advising services has been shown to affect their academic performance (Caldwell, 1976; Keller, 1978). Some authors (Crockett, 1985a; Grites, 1982; Walsh, 1979) advocate implementing a developmental approach as part of academic advising to facilitate student growth and retention. Since the students' lack of utilization of campus-based services was found to be related to academic performance (Benedict, Apsler, & Morrison, 1977; Moore & Carpenter, 1985; Tinto, 1982), an intrusive approach to academic advising, which requires accountability from the student and facilitates involvement with the adviser and campus resources, is recommended (Dochan & Johnson, 1980; Glennen & Baxley, 1985; Kaye, 1972; Lyons, 1985; Saluri, 1985).

Factors Affecting Persistence in College

Whether a student fails or withdraws from college by his or her own choice, the end result is the same--a student has interrupted or will not complete his or her college

degree. Many writers have already pointed out that student attrition is a complex phenomenon (Caldwell, 1976; Pascarella, 1982; Paschke, 1981; Tinto, 1982). Much research has focused on identifying traits, characteristics or factors impacting student persistence in college so that better models can be developed to assist students and to enable institutions to predict which students will persist to graduation.

Paschke (1981) developed a survey instrument to predict freshman dropouts and noted some differences between dropouts and persisters. She found that a greater percentage of the dropouts or transfers than the persisters had considered dropping out within the first half of the semester. This is supportive of Astin's (1975) findings that dropouts can be predicted by determining how much the students think about dropping out. Paschke (1981) also found that dropouts tended to be less satisfied with their living situation than persisters and were pessimistic about their chances for success.

Heinemann, et al. (1984) emphasized that persisting students were not free of problems. Persisting students reported experiencing enrollment difficulties, burdensome required courses, demanding living arrangements, unexpectedly difficult tests, and the hassle of balancing academic and social obligations. Withdrawing students experienced the same difficulties in addition to other problem areas. The difference between the withdrawing and

persisting students appears to be that withdrawing students tended to have inappropriate expectations, limited discipline, less interest or satisfaction in required coursework, ambiguous career goals and more financial and personal difficulties. Withdrawing students were found to differ markedly in satisfaction and in congruence with the University environment and had more unmet needs and intensive problems than did persisters.

Dochan and Johnson (1980) claimed that the assumption that withdrawing students had marginal abilities or skill deficiencies was faulty. Instead, they found these students possessed average to superior intelligence, came from families having middle to upper socioeconomic status, had an average age that ranged from 20 to 25 years, had a prolonged history of inappropriate academic behaviors, possessed extremely poor study habits, and had very few academic skill deficiencies. Moreover, this misperception is addressed by Caldwell (1976) who emphasized that colleges have not adequately addressed the causes of student failure, and that their programs may be empirically inappropriate for dealing with failure. Problems with studying, time management, study habits, inappropriate expectations and perceptions of the academic environment (Keller, 1978), and nonacademic demographic factors (Shaffer, 1981) were identified and used to differentiate dropouts and persisters.

According to some authors, regular or frequent adviser contact was effective in reducing attrition (Glennen &

Baxley, 1985; Pantages & Creedon, 1978), yet Bean and Kuh (1984) reported the impact of advising upon student behaviors was inconsistent. Grites (1980) stressed that advisers must be aware of their own limitations and realize that they may not be effective with all types of students. Nevertheless, he emphasized that the adviser still has a ". . . significant opportunity to develop students to their fullest academic and interpersonal potentials" (p. 81). Lyons (1985) stated that problems with advising stem from uniform treatment of dissimilar students.

The advisement experience allows a student to feel involved in the institution and gives opportunity for expression of needs, concerns and goals. Crockett (1985b) reviewed studies of student perceptions of the advising process and found four factors that were important to students: accessibility, specific and accurate information, advice and counsel, and a personal relationship with the adviser. Astin (1975) found an inverse relationship between a student's tendency to dropout of college and the degree of social and academic involvement within the institution. Dochen and Johnson (1980) recommended that the advising process should help the student understand the reasons for past failures and build new methods for successful academic experiences. They further asserted that a structured advising experience regardless of the student's progress, improves the student's self-awareness and decision-making ability.

Summary. Persisting students have many problems similar to those students who dropout of school (Heinemann, et al., 1984). However, withdrawing students have been found to be less satisfied with their living situation, have a more pessimistic attitude about academic success, and consider dropping out more frequently than persisting students (Astin, 1975; Pascke, 1981). Withdrawing students found less interest in coursework, had inappropriate expectations, ambiguous career goals, and more personal difficulties (Heinemann, et al., 1984). Dochen and Johnson (1981) refuted the assumption that withdrawing students possessed marginal abilities or skill deficiencies. Instead, they found history of poor study habits and inappropriate academic behaviors for this group. A number of writers suggested that a developmental or intrusive approach to advising would facilitate adjustment and retention (Dochen & Johnson, 1980; Glennen & Baxley, 1985; Pantages & Creedon, 1978).

Study Habits and Student Achievement

Motivation and various adjustment factors have been mentioned already as having impact upon a student's academic performance. Self-concept and study habits and attitudes also have been shown to affect academic performance (Shaw & Alves, 1963; Pukey, 1970). Kaye (1972) found that student grade-point averages improved after experiencing a combined guidance-counseling-study skills program. A measure of a

student's study habits can be considered one of the best predictors of the student's semester grade-point average (Gadzella, Goldston & Zimmerman, 1976). One particular measure of study habits, the Survey of Study Habits and Attitudes (Brown & Holtzman; 1966) has been found to correlate highly with academic success and is useful to discriminate between high and low achievers (Brown & Holtzman, 1967; Gadzella, 1976). Study habits were found to have a corresponding relationship with grade-point averages (Sandling & Stafford, 1976). Students who perceived that their grades are related to their own ability and effort reported more effective study habits and attitudes and achieved higher grades than those who perceived their grades as being controlled by others or being the result of chance factors (Procuik & Breen, 1974). Students with poor study habits tended to dropout more frequently (Lenning, 1982).

Summary. Study habits have been found to correlate with academic performance and serve as good predictor of a student's grade-point average (Brown & Holtzman, 1976; Gadzella, 1976; Gadzella, et al., 1976). An effective measure of study habits which correlates highly with academic success is the Survey of Study Habits and Attitudes (Brown & Holtzman, 1967).

Self-Esteem and Achievement

Many studies have pointed out that a relationship between self-esteem and achievement exists (Pukey, 1970; Thelan & Harris, 1968; Wylie; 1961). Self-esteem adds significantly to the prediction of student performance (Binder, Jones, & Stowig, 1970; Shaw & Alves, 1963). Closely related to the level or quality of self-esteem is the anxiety level experienced by students. It has been found that females report statistically greater difficulties with test anxiety, worry, depression and lack of self-confidence than do males (Sandling & Stafford, 1976).

Sandling and Stafford (1976) also found a curvilinear relationship between grade-point average and self-confidence as well as between grade-point average and worry. They reported that those students with the highest grades as well as those with the lowest grades reported problems with self-confidence. In addition, Morrison and Thomas (1975) found that college students high in self-esteem were more likely to participate in class than those low in self-esteem. An understanding of this relationship would enable advisers and others who work with the student to aid the student to handle interpersonal relationships in the class more effectively. A positive self-concept or improved self-confidence will facilitate student persistence (Lenning, 1982).

Summary. Self-esteem has been found to affect academic performance (Pukey, 1970; Sandling & Stafford, 1976). Self-esteem also has been found to facilitate class participation (Morrison & Thomas, 1975) and persistence (Lenning, 1982).

Environmental Concerns

From some of the literature previously reviewed it is apparent that the students' adjustment to academic life or their congruence with the institutional and academic environment is an important factor affecting the students' satisfaction with their academic roles and their success as a students. Hoyt (1978) emphasized that a student's comfort with his or her environment yields satisfaction and ultimately persistence. Congruence or a sense of fitting into the campus environment has been found to be a factor in a student's persistence or withdrawal (Cope, 1978; Noel, 1978; Paschke, 1981; Tinto, 1975). Heinemann, et al. (1984) stated that persisting and withdrawing students may be differentiated on the basis of their perceptions of congruence with the University. A number of the programs at various institutions reviewed by Saluri (1985) ". . . focus[ed] heavily on programs and services that promote[d] the personal, social, and academic adjustment of [their students]" (p. 403). Crockett (1985a) emphasized that a caring attitude of faculty and staff has been rated ". . . as the single most potent retention agent on campus . . . and improvement of advising services was the most common

retention strategy being employed by the institutions [surveyed]" (p. 14).

These studies suggest that an effective program may be one which helps the student to find his or her place or fit within the campus environment. They also suggest that the difficulty experienced by a student may be more a matter of adjustment than a lack of ability. To facilitate this student-environment fit, Banning (1984) proposed that institutions adopt an ecosystem model which includes the following steps: valuing, goal setting, programming, fitting, mapping, observing, and feedback. Such a model may be applied, not only to the process of dealing with particular student needs, but would also be appropriate for the design and evaluation of the programs to be implemented. Banning (1984) also suggested that there is evidence that developmental processes are not automatic but should be stimulated and carefully nurtured by the environment to reach full growth and development.

The dominant perspectives guiding student services tend to be one-sided, focusing on the need for adjustment by the student rather than the need for campus change (Banning, 1984). These perspectives help maintain the status quo and place the burden of adaptation upon the student relieving the institution of its share of responsibility for successful adaptation (Banning, 1984; Walter, 1982). Such adherence to fruitless perspectives is reminiscent of the historical adherence American colleges held so long for the

classical curriculum which was irrelevant and nonresponsive to the students' needs (Rudolph, 1962).

Banning (1984) stated "The concern . . . under the ecological perspective includes the total ecology, the student, the environment, and, most importantly, the transactional relationship between the two" (p. 213). Although campus ecology management is not a role usually filled within the context of academic advising, it is nonetheless important that the adviser be aware of the multitude of environmental factors that may impact a student's academic performance, rather than to assign all responsibility to the student. In these situations, the adviser may advocate for campus change as necessary, thus helping the campus ecology to become more responsive to student needs. The issue is the ability to be flexible enough to examine the complex phenomenon of academic difficulty and withdrawal using a Gestaltic perspective rather than a reductionistic or myopic view in the interest of improving student retention and development.

Banning (1984) also suggested that there are at least four strategies (individual, group, associational, and institutional interventions) that may be used to help adjust the ecological relationship between individuals and their environments. The approach to be used is selected on the basis of what the situation warrants. Since situations and the need or demands of individuals vary, it may be more important from an ecological perspective to be willing to

adopt different or varied approaches to meet effectively the needs of the students experiencing academic difficulty. Banning (1984) further stressed that the environment or campus ecology has a significant impact upon student development, and that the student services worker has the task of managing the milieu. When the student services worker lacks the power to manage the campus ecology, that professional could instead assist the student in developing requisite skills with which to negotiate the environment and possibly to make a positive impact upon the campus environment.

To facilitate student growth, Banning (1984) also suggests that student services personnel should shift their service perspective. A similar position is advocated by Walter (1982) in which he suggested that most institutions are not ready for the underprepared student and that ". . . most institutions may be on the verge of realizing that they need the underprepared student as much as he or she needs them" (p. 160). In describing the conditions where most students are underprepared, Walter (1982) made apparent that students have little power or control over the environmental constrictions in which they find themselves when they arrive on the campus, but that these conditions are definitely within the power and discretion of the institution to change. He stressed that many values held by institutional personnel impede the effectiveness of helping the underprepared, and called for institutional personnel to

humanize the educational experience for those students.

Summary. The students' congruence with their academic environment has been found to affect satisfaction, persistence, and success (Cope, 1978; Hoyt, 1978; Paschke, 1981). The institutional staff must be alert to the impact of the institutional environment upon the student and initiate processes to stimulate student development and a healthy ecological relationship between individual students and the environment (Banning, 1984). The advising process is and can be an appropriate and effective means for stimulating this growth process.

Successful Programs

A number of programs are implemented regularly to enhance student performance and retention. Heinemann, et al. (1984) reported that ". . . targeting students at risk for withdrawal with programs of development of creative potential, exam preparation, study skills, and social relationships could help them persist" (p. 11). Saluri (1985) identified several successful practices that could be incorporated into effective programs. Among those practices listed are an academic alert system (a search and rescue effort), a blend of academic advising with career guidance, orientation programs, and the use of peer support systems.

Dochen and Johnson (1980) devised a contract program for probationary transfer students which found that students

involved in a credit course for learning strategies were more successful in meeting their contract conditions than students who did not enroll in the course. Lyons (1985) showed that successful programs yield students with higher grades and have an increased percentage of graduates. He stated that while colleges can benefit from such programs they must not neglect to address the effect of problem status on self-perception. Glennen and Baxley (1985) described an intrusive advising program that required all freshmen to enroll through the General College. The freshmen were not allowed to exit the program until certain requirements were met. The program operated on the philosophy that the University should initiate student contact numerous times in the semester. The results were that enrollment, full-time equivalents, and grade-point averages all increased.

Summary. A number of programs have been implemented and evaluated as to effect on student retention and performance (Dochen & Johnson, 1980; Glennen & Baxley, 1985; Heinemann, et al., 1984; Lyons, 1985; Saluri, 1985). Most involve a combination of coordinated activities or functions designed to enhance student development and academic involvement and require a more active involvement by the staff implementing such programs. Each reports a measure of success in increasing retention or grade-point average.

Summary

The literature is abundant and varied regarding the problems of student attrition and academic performance. Although most programs are targeted to freshmen students and to retain students who might voluntarily withdraw, the programs are either not reported or not evaluated effectively (Beal & Pascarella, 1982). There is a need to consider carefully variable selection and to develop effective measurement designs (Lenning, 1985).

The differences between persisters and dropouts have been well researched. There are numerous variables to be considered in any study of attrition or persistence. Numerous factors that affect performance such as congruence, study habits, self-esteem and motivation have been identified. There is some debate about which are most essential, as well as which type of intervention may be most effective. At present, it appears that the best intervention for dealing with students at risk of dropping out or in academic difficulty would be an intrusive advising program. Such a program would require that advisers or counselors be active rather than passive in their contact with the students; require a commitment to the advising relationship from the student by some form of contract; and require some type of structured learning or discovery experience, preferably for academic credit.

For academic advising programs to be successful and effective in reducing attrition, administrative support is necessary. Crockett (1985a) stated that:

Good advising programs are not inexpensive; they require allocation of human, financial, and physical resources. Unless administrators believe that advising is an important and necessary educational service and support that commitment both fiscally and psychologically, advising is likely to be neglected (p. 25).

CHAPTER III

METHOD AND DESIGN

Introduction

The problem investigated in this study was whether there was a difference in perceptions and performance between groups of undergraduate students who participated and were academically successful in a retention-oriented program and those who were unsuccessful in the program. The groups are students who persisted in the program and subsequently were reinstated by the university to continue their degree programs and students who either dropped out of the program or failed to earn an acceptable grade-point average while in the program. Attention was given to the particular variable of grade-point average, which measures academic performance, and to variables related to academic performance, such as, acquired study skills, self-esteem, and attribution of causes of failure or academic difficulty. The retention rate of students participating in the program was used as part of the assessment of the effectiveness of the program. That rate was determined by the number of University Academic Assessment Program students who were either accepted for enrollment by a college of the

university compared to the total number of students participating in the assessment program, or who earned a GPA of 2.0 or better for the semesters the students were in the program.

Specifically, the four components of the program investigated are:

1. The descriptive characteristics of students who applied to and were accepted into the assessment program;
2. the differences which exist, if any, between students in the program who were successful and continued in their academic program and those students whose performance was academically unacceptable and who were unable to continue;
3. what changes occur in the academic performance, study skills, and self-esteem of the students who participate in the assessment program, given their previous level of academic performance;
4. the students' self-perceived causes of their present academic situation.

This chapter presents a description of the subjects in the study. Included is an explanation of how students were selected to participate in the program. A description of the data collection procedures and analyses is also presented.

Null Hypotheses

The following hypotheses were tested in this study:

1. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their study habits as measured by the Survey of Study Habits and Attitudes.

2. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study habits scale of the Survey of Study Habits and Attitudes.

3. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their study attitudes as measured by the Survey of Study Habits and Attitudes.

4. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study attitudes scale of the Survey of Study Habits and Attitudes.

5. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

6. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

7. There are no differences among the students' entering cumulative grade-point averages, their grade-point averages earned while in the University Academic Assessment Program, and their cumulative grade-point averages after participation in the University Academic Assessment Program.

8. There is no significant interaction between the students' year in school and time of measurement on the students' academic performance (entering, program, and cumulative) as operationalized by grade-point average.

9. There is no difference between successful students' and unsuccessful students' entering cumulative grade-point averages.

Subjects

The sample for this study included the entire population of students who had applied to and been accepted by the University Academic Assessment Program during the 1988-89 academic year. Accepted for enrollment in the program were 364 students. The petitioning and selection process began in late Spring, 1988 and continued through August, 1988 for students seeking enrollment for the Fall 1988 semester. These students had been suspended, at the end of the Spring 1988 semester, from their respective academic colleges due to their failure to maintain an acceptable grade-point average meeting the stated retention criteria for the university (Oklahoma State University Catalog 1989-90).

A suspended student usually had several alternatives he or she might pursue after suspension. He or she may petition the suspending college for reinstatement, stay out of school for one year and reapply after that time, seek enrollment in another institution, or apply to the University Academic Assessment Program. The students in this study chose to petition the University Academic Assessment Program for readmission to the university and were subsequently accepted for enrollment. The accepted students were required to sign a contract agreeing to fulfill academic and other conditions as designated by an adviser assigned to the student (see appendix C). Although a contract was required in the University Academic Assessment Program, the students were in reality volunteers in the program because the University Academic Assessment Program was only one of the options they could have chosen to exercise.

Of the 364 students originally admitted to the University Academic Assessment Program in the fall of 1988, 30 were dropped from the study because they did not follow through with enrollment, withdrew early from the program, or transferred to a college prior to completing the assessment instruments or before grades were obtainable. These 30 students completed less than half a semester in the program. The total population of the 334 students enrolled in the program was used for the analyses of retention rate, perceptions of causes of academic difficulty, and

differences between successful and unsuccessful students on grade-point averages.

From the population of 162 successful students, a sample of 96 was randomly selected for an analysis of academic performance of successful students. Likewise from the population of 172 unsuccessful students, sample of 80 unsuccessful students was selected for an analysis of academic performance of unsuccessful students. Of the 334 students only 95 completed both the pre-test and post-test of the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory (Adult Scale). These 95 students comprised the sample used for the analyses of study habits, study attitudes, and self-esteem.

Of the original 334 students enrolled, 56.0% (187) were male and 44.0% (147) were female. Minority students were identified as non-white students by the Registrar's Office and included students of black, Hispanic, Native American, or Oriental descent. Minority students comprised 17.4% (58) of the sample compared to 82.6% (276) for white students. Most international students were included in the white category by the Registrar's Office. The official category designation for this group is Other on the enrollment cards. The students' year in school was determined by the number of hours they had attempted rather than earned. The greatest number of students (36.8%) were in their second year having attempted 30 or more hours but less than 60, followed by first year students (25.1%) who had attempted less than 30

hours, third year students (23.4%) who had attempted 60 to 89 hours, and fourth year students (14.7%) who had attempted 90 or more hours.

The indication of success for students in the University Academic Assessment Program was whether they earned a 2.0 grade-point average while in the program or were accepted by one of the academic colleges for continued enrollment during or following the Spring 1989 semester. The program grade-point average is calculated for the time the students spent in the University Academic Assessment Program, whether the time was one or two semesters. The program grade-point average is the average of all course hours attempted while enrolled through the University Academic Assessment Program. Meeting the criterion of success were 48.5% (162) of the students, while 51.5% (172) were unsuccessful. The grade-point averages for all students were obtained three times by calculating their entering cumulative grade-point averages, their averages for courses attempted while enrolled through the advising program, and final cumulative grade-point averages calculated at the time they left the program. These data for both successful and unsuccessful students are presented in Table 1.

A calculation of the course hours attempted and earned for both groups of students is presented in Table 2. There was little difference between the students' hours attempted during the first semester of the program (Successful, $\bar{X}=12.8$

TABLE 1
MEANS AND STANDARD DEVIATIONS OF GRADE-POINT AVERAGES
OF UAAP STUDENTS

Student Group	Entering GPA \bar{X}	SD	Program GPA \bar{X}	SD	Ending GPA \bar{X}	SD
Successful (n=162)	1.82	0.36	2.26	0.49	1.98	0.31
Unsuccessful (n=172)	1.47	0.48	0.91	0.64	1.37	0.46

TABLE 2
MEANS OF COLLEGE CREDIT HOURS ATTEMPTED
AND EARNED BY UAAP STUDENTS

Student Group	Entering Attempt	Cumulative Earn	Fall Semester Attempt	Semester Earn	Spring Semester Attempt	Semester Earn
Successful (n=162)	63.4	54.7	12.8	12.6	13.0	11.8
Unsuccessful (n=172)	51.8	39.3	12.3	6.7	--	--

hours; Unsuccessful, \bar{X} =12.3 hours). However, successful students earned nearly twice as many hours (\bar{X} =12.6) as unsuccessful students (\bar{X} =6.7). Also, successful students had attempted (\bar{X} =63.4 hours) and earned (\bar{X} =54.7 hours) more hours than unsuccessful students (\bar{X} =51.8 hours attempted and

\bar{X} =39.3 hours earned) prior to entering the program.

Complete grade-point data and self-assessment survey data were obtained from the 334 students to be used in the analyses of academic performance and self-reported causes of academic difficulty. Regarding the data obtained for the analyses of study habits, study attitudes, and self-esteem of the assessment students, only 95 (28.4%) students completed both the pre-tests and the post-tests of the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory. The initial administration of the surveys was done in a group setting at the beginning of the program and the data was able to be obtained with minimal intrusion. Departure from the program occurred on an individual basis. Surveys were to be administered at the time of departure. However, due to a lack of commitment to obtaining the data by the staff and the hectic pace of office operations, the post-test was frequently overlooked or neglected yielding a smaller sample. Still, the percentage of returned and completed surveys is an acceptable rate of return for conducting the analyses.

Advising Program

Once a student is accepted for admission to the University Academic Assessment Program, he or she is notified by letter to set an appointment for enrollment. When the student calls for an appointment, he or she is assigned to an academic adviser, usually the one who

intially interviewed the student. Detailed procedures describing the assessment program are presented in Appendix E. There are four full-time advisers in the unit working with approximately 1200 students counting the 334 assessment students. The other students are predominately freshmen. The advisers are one black female, two white females, and one white male. Each adviser has earned at least a Masters degree. One had a degree in Reading, a second had a degree in Curriculum and Education, and two had student personnel or counseling related degrees.

The advisers made the initial recommendations for acceptance of students enrolled after interviewing the students and reviewing their academic records and referral from the academic college. These decisions were then reviewed and accepted by the director of the University Academic Assessment Program. At the time of enrollment, the advisers assisted the students with the selection of their courses, reviewed the conditions of the program with the students and obtained a signed contract from the students signifying their participation in the program.

The intrusive character of the program was the required contract stipulating a minimum performance and requiring regular contact with the adviser. To ensure that students could not circumvent the program, an academic hold was placed on the students' record to prevent unauthorized enrollment. Also, students could not subsequently be accepted and enrolled through one of the academic colleges

without a referral statement from the University Academic Assessment Program adviser to the college. Enrollment for the second semester of the program was conditional upon the student obtaining an minimum 2.0 grade-point average at mid-term and fulfilling the terms of the contract.

Bi-weekly advising visits were required of the students. In these individual visits the advisers would review with the students their progress in their courses. Advising usually centered on identifying problem areas and helping the students develop more effective academic strategies. Modeling and teaching problem-solving strategies was a significant part of the advising process. The advisers helped the students to identify their needs and locate appropriate campus-based resources for assistance. The advisers also provided encouragement and reinforcement when students were being successful in their endeavors. The advisers also attempted to address with the students the causes of their academic difficulty as described in the assessment process prior to admission. The objective of this advising process was to facilitate student accountability for academic performance. In staff meetings, strategies and approaches to dealing with students were discussed, at times, but not on any regular basis. Nor was there any consistent or defined training of advisers. A resource manual of procedures and forms was available. In spite of these drawbacks, there seemed to be a consistency in the treatment and performance of the students. At the end

of the two semesters, and, frequently after the second mid-term, the advisers would help the qualified students make the transfer to the college of their choice.

Instrumentation

The instruments used in this study were selected to provide measurable data about the students' academic performance, their level of academic preparation and readiness, and their self-perceptions or attitudes about themselves, their status and their environment. Grade-point averages calculated upon entry to the program, for the students' performance while in the program, and a cumulative average was calculated upon departure from the program to indicate the students' level of academic performance.

The self-assessment survey was administered to the student at the time he or she applied for admission to the University Academic Assessment Program. The instrument was used for information as part of the selection process for entry into the program. During the first week of the fall semester, the students in the program were assembled together for an orientation program. At this time, the pre-test of both the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory were administered to the students. Administration of the post-test of the two surveys was attempted as students departed the program through withdrawal or transfer. The instruments were given to the students as they came in for withdrawal or transfer

or to inform the adviser that they would not be returning to the university. For all other students, attempts were made to administer the surveys to the students during the last month of the Spring semester. Office staff attempted to have the students complete the instruments at the time of their visit. If the students did not have time, an appointment was set for them to return to complete the surveys. In some cases, surveys were sent with the students to be returned later. In most cases, if the student did not complete the survey at the office, the survey was not completed or was lost. Due to the additional cost of materials and mailing and the students' reluctance to complete the instruments outside of the office, it was decided not to send out additional surveys. In spite of the fact that the majority of the students were notified of the need to complete the instruments, and the vigilance of the front office staff, only 95 of the students complied with the requests to complete the post-tests.

Self-Assessment Survey

A self-assessment survey was designed for the University Academic Assessment Program by the advising staff to be completed by students to assess their personal and academic strengths and deficiencies (See Appendix A). It was used by the advisers as an instrument for the selection of students to be admitted into the program, and also was used to collect personal descriptive data about the students'

background for program evaluation. The survey requested the student to indicate the type of housing occupied while in college, characteristics of the student's high school and his or her performance in high school, the number of hours worked while in school, perceptions of areas of needed help, time usage, reported causes of academic problems, utilization of campus resources, and reasons for anticipated academic improvement. The descriptive data regarding the students' performance while in the University Academic Assessment Program was collected from the students' files. The students had signed a consent form, presented in Appendix A, at the time of their application to the program giving permission to use the information for the study and indicating their willingness to participate in the program.

Information regarding the causes of academic difficulty as perceived by the student was obtained by means of the personal interview and the student's letter of petition to the University Academic Assessment Program. The major response categories identified are described as follows:

- a) lack of readiness reflects the students' self-perceived lack of preparation for school, lack of desire to be at college or the institution in the study, or failure to adapt to the collegiate environment;
- b) poor study skills or behaviors are identified as self-perceived inadequate study behaviors, organizational skills and a lack of motivation to study;
- c) financial difficulties include issues such as self-peceptions of lack of financial aid or having to work

excessive hours to meet financial obligations; d) time management difficulties are represented by self-perceptions of poor planning and scheduling and a conflict of priorities; e) problems with relationships encompass self-perceived problems and pressures that arise from family or dating relationships which may also include a loss of a relationship from dissolution or death; f) problems with academics are representative of situations such as self-perceptions of carrying too great a course load, course difficulty, or problems with an instructor or adviser; g) difficulties arising from living arrangements include self-perceived problems reported with the student's living environment such as noise distractions, roommate problems and other distractions from study; and h) the area of emotional problems or personal illness is descriptive of such situations as self-perceived physical illness or injury, depression, or other intrapersonal problems. The final category was that of no response.

Information regarding the student's current academic status or level was obtained through the student's academic records, which were sent to the University Academic Assessment Program by the referring college. Other descriptive characteristics such as gender, ethnic origins, residential status, personal and academic activities, and additional reported causes of poor academic performance were obtained by means of the self-evaluation survey completed by the student. This information was required as a part of the

application and selection process for enrollment in the University Academic Assessment Program. The self-assessment survey was completed by all applicants to the program. The current form of the survey (see Appendix A) was designed to quantify responses for more effective evaluation and comparison, although open-ended responses were still encouraged through several questions on the survey and in the students' letter of petition.

Coopersmith Self-Esteem Inventory

The Coopersmith Self-Esteem Inventory (Adult Form) is a self-administered personality inventory composed of 25 items which the subject judges to be like or not like himself or herself. The inventories were originally designed to measure the evaluative attitudes one holds of himself or herself regarding judgments of worthiness (Adair, 1984; Coopersmith, 1981).

Development and Norms

The original form of the Coopersmith Self-Esteem Inventory was the School Form consisting of 50 items for use with school children ages 8 to 15 and scorable on five scales. Five psychologists sorted the original items into two groups which were indicative of high self-esteem or low self-esteem. The test-retest reliability of the inventory after a three-year interval was .70 (Coopersmith, 1981). Subsequently, a 25 item School Short Form of the Coopersmith

Self-Esteem Inventory was developed which correlated with the School Form having a coefficient of .86. The Adult Form of the Coopersmith Self-Esteem Inventory was adapted from the School Short Form and correlations have exceeded .80 with the School Short Form in three samples. The Adult Form is for use of persons over 15 years of age. The Adult Form is scored by adding the number of correct responses and multiplying the sum by a factor of four for a maximum total score of 100.

The Adult Form of the Coopersmith Self-Esteem Inventory was administered to 226 college students having a mean age of 21.5 years and a range of 16 to 34 years. The mean score for ages 16 to 19 was 66.7 and 71.7 for ages 20 to 34. The differences in scores for the two age groups approached significance ($p=.06$) (Coopersmith, 1981). This was the only normative data cited to be found. It is best that the researcher using the Coopersmith Self-Esteem Inventory develop local norms. Adair (1984) reported that data was currently being collected to establish adult norms, but no report has yet been issued of any results.

Validity

In one study, Kokenes (1978) conducted a factor analytic study of the Coopersmith Self-Esteem Inventory and concluded that the "results of the factor analyses performed in [her] investigation provided evidence of the factorial complexity and construct validity of the SEI" (p. 151).

Peterson and Austin (1985) found the Coopersmith Self-Esteem Inventory measures to possess enough reliability and validity to recommend its use in research.

Johnson, Redfield, Miller and Simpson (1983) conducted a construct validity study using the Coopersmith Self-Esteem Inventory. They reported that the Coopersmith Self-Esteem Inventory has convergent validity with regard to the Children's Self-Concept Scale ($r=.63$, $p<.01$), and discriminant validity with regard to the Children's Social Development Scale ($r=.17$, $p>.05$). On the basis of reviewed studies, Coopersmith (1981) found that the Coopersmith Self-Esteem Inventory scores were significantly related to creativity, academic achievement, resistance to group pressures as well as other factors. He cited no coefficients from these studies. Several studies of convergent validity were cited by Coopersmith (1981) that reported coefficients which ranged from .42 to .63. He also cited many studies supporting the divergent validity of the Coopersmith Self-Esteem Inventory.

Reliability

For the School Form of the Coopersmith Self-Esteem Inventory, internal consistency coefficients were obtained which ranged from .81 to .92. In a three-year longitudinal study the Coopersmith Self-Esteem Inventory showed greater test-retest reliability for older children (ages 12 to 15, $r=.64$) than children tested at younger ages (ages 9 to 12,

$r=.42$). Test-retest coefficients of .88 were obtained for a sample of 50 children over a five-week interval, and .70 for a sample of 56 children tested over a three-year interval. Reliability of alternative forms was supported by coefficients that ranged from .71 to .80. Yet, no reliability or validity data have been presented for the Adult Form (Sewell, 1985).

The Coopersmith Self-Esteem Inventory appears to be well researched, well documented, and widely used (Adair, 1984) and possesses enough reliability and validity to be recommended for research (Peterson & Austin, 1985). The items are concise and logically presented, and the Adult Form does correlate well with the School Short Form ($r=.80$). Thus, "by using the CSEI judiciously one can achieve a measure of self-esteem that is as reasonable as possible with self-report instruments" (Adair, 1984, p. 231).

Survey of Study Habits and Attitudes

The Survey of Study Habits and Attitudes is a 100 item self-rated inventory on which the student rates himself or herself using a five-point continuum (from rarely to almost always) to indicate the applicability of the statements. The Survey of Study Habits and Attitudes yields four subscale scores: Delay Avoidance (DA) and Work Methods (WM) are combined to represent Study Habits (SH); and Teacher Approval (TA) and Education Acceptance (EA) are combined to represent Study Attitudes (SA). Study Habits is a measure

of academic behavior while the Study Attitudes scale provides a measure of academic beliefs. The subscales are combined to yield a Study Orientation (SO) score which is an ". . . overall measure of the student's study habits and attitudes" (Brown & Holtzman, 1966). The maximum raw score for each basic score is 50 and the maximum total raw score is 200.

Development and Norms

The Survey of Study Habits and Attitudes was originally developed in 1953 following an extensive review of the literature and discussions with college freshmen regarding motivational differences between good and poor students. A total of 234 items relating to mechanics and condition of studying, and relating to attitudes toward studying and academic motivation were developed. The questionnaire was reduced to 188 items. The first questionnaire was administered to 22 matched pairs of freshmen. A revised version of 102 items was later administered to 494 freshmen using grade-point average as criterion. A final 75 item version was administered to 3560 freshmen in ten colleges. The average validity coefficient for men was .42 and .45 for women (Brown & Holtzman, 1967).

Subsequently, the Survey of Study Habits and Attitudes was revised with 100 items. Fifteen psychologists read the 100 Survey of Study Habits and Attitudes questions and categorized them into scales. Six subscales containing 16

items were obtained when a minimum of 80 percent of the judges agreed on the placement of the item. The revised Survey of Study Habits and Attitudes was administered to 529 freshmen. Analysis of this study revealed four subscales that were easy to interpret to counselees. Subsequent research involving 6680 college freshmen support the use of the Survey of Study Habits and Attitudes in academic adjustment counseling, and in assisting counseled students in obtaining better grades. Norms for the Survey of Study Habits and Attitudes college form were obtained on the basis of Survey of Study Habits and Attitudes scores of 3054 first-semester freshmen enrolled at nine colleges (Brown & Holtzman, 1967).

Validity

The original 1953 version of the Survey of Study Habits and Attitudes was validated using the criterion of a one-semester grade-point average for 2874 students from ten colleges. The average validity coefficient was .42 for men and .45 for women (Brown & Holtzman, 1967). The authors concluded that the Survey of Study Habits and Attitudes measured traits important to academic success but which were not assessed by a scholastic aptitude test. For the revised form the Survey of Study Habits and Attitudes total scores had a weighted average coefficient of .36 with GPA, a statistically significant correlation.

The correlation between the SSHA and measured scholastic aptitude is consistently low. . . .

[but] the multiple correlation of grades with the SSHA and aptitude test scores is .07 to .16 higher than the correlation of grades with scholastic aptitude scores alone. (Brown & Holtzman, 1967, p. 18)

The weighted average correlations of the Survey of Study Habits and Attitudes subscales with grade averages was .31, .32, .25, and .35. Brown and Holtzman (1967) report subscale intercorrelations ranging from .49 to .71. The highest correlations among subscales were found between the two Study Habits scales (.70) and the two Study Attitudes scales (.69).

In another study, Cappela, Wagner, and Kusmierz (1982) examined the relationship between study behavior and GPA using the Survey of Study Habits and Attitudes as opposed to self-reported study time. They reported a Pearson correlation between grade-point average and Survey of Study Habits and Attitudes scores of .46, concluding that study behavior as measured by the Survey of Study Habits and Attitudes correlated better with grade-point average than self-reported study time. Wikoff and Kafka (1981) investigated the effectiveness of the Survey of Study Habits and Attitudes for predicting achievement of undecided students. They found that the Survey of Study Habits and Attitudes subtest of Education Acceptance correlated highest

with grade-point average ($r=.256$) accounting for 6.55% of the variance. Addition of the remaining subtests increased R to .273 accounting for less than one percent more of the variance in grade-point average. The R value of .273 did not differ significantly from the simple correlation between the Survey of Study Habits and Attitudes composite score and grade-point average ($r=.26$).

Reliability

Brown and Holtzman (1967) computed the internal consistency measure of the Survey of Study Habits and Attitudes using the Kuder-Richardson Formula 8 which yielded reliability coefficients ranging from .87 to .89 for the four basic Survey of Study Habits and Attitudes subscales. Brown and Holtzman (1967) reported that:

Test-retest coefficients with a four-week interval were .93, .91, .88, and .90, respectively, for the Delay Avoidance, Work Methods, Teacher Approval, and Education Acceptance scales. The corresponding coefficients for the fourteen-week interval were .88, .86, .83, and .85, respectively. (p. 23)

Wikoff and Kafka (1981) found moderate test-retest reliabilities for the Survey of Study Habits and Attitudes subscales over the period of a semester. The correlations were: Delay Avoidance, .67; Work Methods, .66; Teacher Approval, .67; and Education Acceptance, .63. The reliability coefficient reported for Study Orientation was

.67.

Research Design

The data for this study were collected during the 1988-89 academic year from students who had petitioned and were accepted by the University Academic Assessment Program for reinstatement for Fall 1988 following academic suspension the previous semester. The study was conducted to analyze the impact of the advising program on student persistence, academic performance, study behaviors and attitudes, and self-esteem. Particularly, it was designed to identify differences that may have existed between successful students and unsuccessful students on selected measured characteristics. The independent variable in this study was student success in the University Academic Assessment Program. Success was determined by the students' persistence at the university following the program or by a grade-point average (GPA) of 2.0 or greater while in the University Academic Assessment Program. The dependent variables evaluated were study habits and attitudes, self-esteem, and grade-point average while in the University Academic Assessment Program.

The design used was a quasi-experimental design involving pretest and post-test measures. The sample was categorized as two groups in terms of academic success in the assessment program. Pre-program measures of grade-point average, study habits and attitudes, and self-esteem were

taken upon application to the University Academic Assessment Program. A measure of the students' grade-point averages was taken at the end of their time in the program. At this time, the students' cumulative grade-point average and their grade-point average while in the assessment program was obtained. In addition, measures of the study habits and attitudes, and self-esteem were obtained from the students at the time of their withdrawal or transfer from the program prior to the completion of two semesters of enrollment in the University Academic Assessment Program and compared to the pre-test measures. Therefore, two measures each (pre- and post-program) of study habits, study attitudes, and self-esteem were obtained from the sample. Three measures of grade-point average were obtained also--entering cumulative, program, and ending cumulative grade-point averages.

Procedures

Completion of the required forms is a necessary condition to being considered for admission into the University Academic Assessment Program (See Appendix A, B, C, & D). At the time the student completed his or her self-evaluation, he or she was informed of the purpose of the process in writing. This statement was included in the release of information presented in Appendix A. The student was told that the information would be used to evaluate candidates and be used for departmental research purposes.

The student was assured of the confidentiality of responses made within the advising relationship and of the anonymity of his or her responses intended for research purposes. The student signed a statement signifying his or her agreement to the use of the information. The original survey was placed in the student's confidential file and the responses were coded and identified only by a number for data analysis purposes, so that no personal data of an individual would be released.

Completion of the survey generally took no more than 20 minutes. The interviews at the time of petition lasted about 30 minutes. After acceptance into the program, the student completed the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory at the time of his or her enrollment. Completion time for these instruments together was about 30 minutes. The data used in this study were: grade-point averages, Survey of Study Habits and Attitudes scores, Coopersmith Self-Esteem Inventory scores, and descriptive data from the surveys.

Items on the self-assessment survey form (See Appendix A) were a synthesis of items previously used in the department for the selection of students for the University Academic Assessment Program and were representative of the range of responses traditionally given by students who had previously applied to the University Academic Assessment Program. The survey was developed by the advising staff of the University Academic Assessment Program.

The entering data were collected during the enrollment period for the Fall of 1988. The instruments were distributed to the students by the unit assistant upon request for information by the student. When the student completed all the forms, the unit assistant collected them and placed them in a file, and then set an appointment for the student with an adviser. At the time of the appointment, the files were distributed to the advisers. The advisers reviewed the forms for completion. Grade-point data from the student's academic record was recorded on a tracking card by the adviser. Office clerical staff transferred the data from the forms in the files to coded data sheets for input on the computer. The students received upon request an information packet which detailed the petitioning and admissions process for the program (See Appendix B).

When a student left the University Academic Assessment Program, he or she then completed another Coopersmith Self-Esteem Inventory and Survey of Study Habits and Attitudes. This data collection occurred when the a student left the program, transferred to a college, or at the end of the two-semester program. The student's current program and cumulative grade-point average, as well as the semester hours earned, hours attempted, and post-University Academic Assessment Program status were recorded.

All the materials were then collected and placed in the students' files by the individual counselors. Survey data,

grade-point averages, and data from the University Academic Assessment Program tracking cards were recorded in coded form for computer input by the clerical staff so that the data could be analyzed at a later time.

Data Analysis

A repeated measures MANOVA was used to analyze the data. The MANOVA reduces the probability of Type I error which is the probability of making at least one false rejection of the null hypothesis. The univariate approach to repeated measures would increase alpha to an unacceptable level. The alpha level selected was .05. This level seems adequate since there is an ample sample size and the MANOVA helps to control for Type I error.

The MANOVA may also reveal differences not shown in separate ANOVAs. The multivariate test is more powerful in its ability to differentiate groups on the basis of combinations of a set of variables. The multivariate test also incorporates correlations among the variables into the test which are ignored by univariate tests (Stevens, 1986).

A repeated measures design was used to compare the groups of successful students, and unsuccessful students. The repeated measures design was chosen because individual differences in performance can be viewed as a systematic source of score variance. If the individuals are measured repeatedly, then the individual differences may be examined. The repeated measures reduces the error terms, making

greater sensitivity possible for the independent variables measured within subjects (Tabachnik & Fidel, 1983).

The analysis was performed using the MGLH module in the SYSTAT Package for Statistics computer program (Wilkinson, 1988). Wilkinson stated that we could

. . . think of the MGLH repeated measures printout as an expanded traditional ANOVA table. The effects are printed in the same order as they appear in . . . other texts, but they include single degree of freedom and multivariate tests to protect you from false conclusions. (p. 581)

Wilkinson (1988) further stressed relying on the multivariate F statistic when comparing it to traditional univariate statistics, because "If the two lead to different conclusions, you are almost always safer trusting the multivariate statistic because it does not require the compound symmetry assumption." (p. 581)

Tukey's specific comparison test was used to compare means whenever a significant difference was indicated by the multivariate analyses. A t-test for independent means was calculated to test for a difference between the two groups of students on their entering grade-point averages. The level of alpha was set at .05.

Limitations

One limitation that may weaken the internal validity of this design could have been due to a testing effect when a

pretest is used (Tuckman, 1972). Since the measures were being used initially in conjunction with the screening process for admission to the University Academic Assessment Program, the testing effect was somewhat controlled because the student was not particularly sensitized to the pretest measures. Maturation was another condition that affected this design but was not considered a threat because (a) it was an expected condition of the experience, and (b) the subjects were heterogeneous with regard to age and experience which was counteractive of maturation (Tuckman, 1972).

There was not a randomized selection of subjects nor a randomized assignment of the subjects to experimental conditions. This deficit was overcome by the fact that, in this case, for the analysis of grade performance the sample was inclusive of the entire population for one year of University Academic Assessment Program students. Also, it would have been unethical to have assigned students to a non-treatment control condition thereby depriving them of the essential opportunity for academic improvement as designed by the program.

For the analyses involving self-esteem, study habits, and study attitudes, the inability to obtain post-tests from more than 28.4% of the students limits the generalizability of the findings and caution is urged in applying the results to other situations. It may be that those students completing the surveys at the end of the program were more

accommodating than students who did not complete the surveys thus biasing the results.

The inability to assign students randomly to the four advisers was another limitation of this study. Students were assigned to one of the four advisers based on the adviser's availability at the time of the student's petition. An attempt was made, however, to distribute the advising load equally among the advisers. There existed, in the attempt to create equity in the advising load among advisers, the possibility that a student might have been reassigned to another adviser than the one he or she initially saw.

Another possible concern was whether responses to the instruments of measurement were accurate or faked. Faking responses is always a concern regarding self-reported measurements. Faking was expected to be minimal since the students had a vested interest in presenting themselves and their status in as clear a light as possible. Accuracy and consistency were assumed to be qualities recognized as necessary for consideration of acceptance into the University Academic Assessment Program and for acceptable performance. Therefore, it was to the students' advantage to present themselves in this light for best consideration for acceptance into the University Academic Assessment Program, and so it was expected that the students responded according to those motives.

Summary

This study was designed to evaluate the changes experienced by students who participated in the University Academic Assessment Program. Since the University Academic Assessment Program was a last chance effort for these students and was designed to provide more intrusive advisement than was customary with most academic advising at the university, it became necessary to account for the differences in the students' performances who participated in the program. In addition to developing a profile of the students in the University Academic Assessment Program and assessing their causes of academic difficulty, this study utilized measures of self-esteem and study habits and attitudes as well as grade-point averages to assess the effect of the Assessment Program upon the students' academic performance. This study was expected to provide information which may be utilized to maintain or improve the present program, and for future program implementation.

CHAPTER IV

RESULTS

The primary purpose of this study was to determine if students benefited from participation in the University Academic Assessment Program, and to identify differences existing between students in the program who had academic success and those who were unsuccessful. The University Academic Assessment Program was designed to help students improve their academic performance through intrusive advising. Examined in this study were the relationships between each of the dependent variables of self-esteem, study habits and study attitudes, and the set of independent variables of participation in the University Academic Assessment Program and level of success as a student. Furthermore, the relationships between grade-point average and each of the independent variables of time of calculation of grade-point average and year in school were examined for the successful and unsuccessful students participating in the University Academic Assessment Program. Descriptions of the students' reported causes of academic difficulty are also reported.

The 334 students eligible for inclusion in the program were classified into two groups for this study. The two

groups were successful students (students earning a 2.0 GPA or higher while in the UAAP or gaining acceptance to an academic college), and unsuccessful students (students earning less than a 2.0 GPA while in the UAAP). The total population of 334 students was used in the analysis of entering grade point differences. However, equal cells were demanded for the analysis of the interaction of year in school with grade-point average. Therefore, a random sample of 176 students (96 successful and 80 unsuccessful) were selected for these analyses from the 334 students. The students' grade-point averages were calculated for three time periods--an entering cumulative grade-point average, a program grade-point average while in the University Academic Assessment Program, and a cumulative grade-point average at the end of the program. Table 1, in Chapter 3, reported the means and standard deviations of the grade-point averages for each of the times of calculation by level of success.

For the analyses of the grade performance of students in the program, and the self-perceived causes of academic difficulty, data were obtained from each of the 334 students. Although pre-test data from the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory had been obtained from the 334 students at the beginning of the program, only 95 students completed the post-test measures. Therefore, the analyses of study habits, study attitudes, and self-esteem is based on this sample of 95 students which represents a 28.4% rate of

return for the surveys.

Analysis of Study Habits, Study Attitudes and Self-Esteem

At entry to the University Academic Assessment Program students completed the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory. These instruments were administered to the students again as they completed their program in the University Academic Assessment Program. Departure from the program may occur after one or two semesters. No differentiation was made between those who stayed for one semester and those who stayed for the two semesters. Due to administration problems, only 95 (28.4%) of the 334 students completed both the pretest and posttest of each survey. The surveys were scheduled to be administered to the students near the end of the program or as they were leaving the program. However, the surveys were often overlooked by members of the staff and a number of students left the program without completing their final surveys. Attempts were not made to locate the students after departure from the program to complete the surveys because of their resistance to the requests. Surveys were given to many students to be returned at a later appointment or to be mailed. No student ever returned the survey after leaving the program.

Scores on the Study Habits (SH) and Study Attitudes (SA) scales of the Survey of Study Habits and Attitudes range from 0 to 100. The Study Orientation scale of the

Survey of Study Habits and Attitudes is the sum of the SH and SA scales and has a potential range of 0 to 200. The Coopersmith Self-Esteem Inventory scores range from 0 to 100. Scores from the pretest and posttest for each scale are presented in Table 3 for the Survey of Study Habits and Attitudes and Table 4 for the Coopersmith Self-Esteem Inventory.

TABLE 3
MEAN SCORES OF STUDENTS COMPLETING THE
SURVEY OF STUDY HABITS AND ATTITUDES

Student Group	Study Habits			
	Pretest \bar{X}	SD	Posttest \bar{X}	SD
Successful (n=35)	47.9	15.1	51.9	15.8
Unsuccessful (n=60)	42.2	16.6	50.0	19.1

Student Group	Study Attitudes			
	Pretest \bar{X}	SD	Posttest \bar{X}	SD
Successful (n=35)	59.5	12.2	59.7	17.5
Unsuccessful (n=60)	54.0	14.5	57.3	17.5

TABLE 4
 MEAN SCORES OF STUDENTS COMPLETING THE
COOPERSMITH SELF-ESTEEM INVENTORY

Student Group	Pretest		Posttest	
	\bar{X}	SD	\bar{X}	SD
Successful (n=35)	72.1	21.2	76.8	18.7
Unsuccessful (n=60)	71.6	20.4	72.6	21.3

Study Habits and Attitudes

The first null hypothesis tested in this research is: There is no significant interaction between the student's level of success and the time of testing (pre- and post-test) on their study habits as measured by the Survey of Study Habits and Attitudes.

The second null hypothesis tested in this research is: There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study habits scale of the Survey of Study Habits and Attitudes.

The results of the analysis of the study habits (SH) scores using a repeated measures model from the SYSTAT Package for Statistics (Wilkinson, 1988), revealed no significant ($p > .05$) effect due to the interaction of success and time of testing. There was also no significant ($p > .05$)

main effect due to the level of success. The results reported in Table 5 indicate a significant change in the students' study habits scores at the end of the University Academic Assessment Program ($F(1,93)=19.621, p<.05$). The mean post-test score on study habits for the total group ($N=95$) was 50.7 which was higher than the mean pre-test score of 44.3 for the total group.

TABLE 5
ANALYSIS OF VARIANCE OF STUDENTS' STUDY HABITS SCORES

Source	SS	df	MS	F
<u>Between Subjects</u>				
Level of Success	576.004	1	576.004	1.138
Error	47089.238	93	506.336	
<u>Within Subjects</u>				
Time of Test	1473.841	1	1473.841	19.621*
Success X Time	187.525	1	187.525	2.496
Error	6985.738	93	75.115	

* $p<.001$.

The third null hypothesis tested in this research is: There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) of their study attitudes as measured by the Survey of

Study Habits and Attitudes.

The fourth null hypothesis tested in this research is: There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study attitudes scale of the Survey of Study Habits and Attitudes.

The results of the analysis of the study attitudes (SA) scores, using a repeated measures model from the SYSTAT Package for Statistics (Wilkinson, 1988), revealed no significant ($p > .05$) effect due to the interaction of success and time of testing. The results reported in Table 6 indicate there was no significant ($p > .05$) main effect due to the level of success and no significant ($p > .05$) change in the measure of the students' study attitudes attributable to the main effect of time of testing. The mean score for the pre-test for the total group ($N=95$) was 56.0 and the mean score for the post-test of the group was 58.1.

Self-Esteem

The fifth null hypothesis tested in this research is: There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) on their self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

The sixth null hypothesis tested in this research is: There is no difference between the pre-program and post-program scores of the successful and unsuccessful students

TABLE 6
ANALYSIS OF VARIANCE OF STUDENTS' STUDY ATTITUDES SCORES

Source	SS	df	MS	F
<u>Between Subjects</u>				
Level of Success	710.741	1	710.741	1.713
Error	38583.438	93	414.886	
<u>Within Subjects</u>				
Time of Test	132.828	1	132.828	1.640
Success X Time	103.944	1	103.944	1.284
Error	7530.667	93	80.975	

TABLE 7
ANALYSIS OF VARIANCE OF STUDENTS' SCORES ON
THE COOPERSMITH SELF-ESTEEM INVENTORY

Source	SS	df	MS	F
<u>Between Subjects</u>				
Level of Success	246.136	1	246.136	0.349
Error	65559.938	93	704.946	
<u>Within Subjects</u>				
Time of Test	356.704	1	356.704	2.531
Success X Time	155.230	1	155.230	1.102
Error	13105.538	93	140.920	

on self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

The results of the analysis of variance of the self-esteem scores (See Table 7) revealed no significant ($p > .05$) interaction effect or main effects.

Grade Performance and Levels of Success

The seventh null hypothesis tested in this research is: There are no differences among the students' entering cumulative grade-point averages, their grade-point averages earned while in the University Academic Assessment Program, and their cumulative grade-point averages after participation in the University Academic Assessment Program.

The eighth null hypothesis tested in this research is: There is no significant interaction between the students' year in school and time of measurement on the students' academic performance (entering, program, and cumulative) as operationalized by grade-point average.

To evaluate the differences between means, the post hoc analyses required equal cell sizes. Using a random selection program generated by SYSTAT (Wilkinson, 1988), subjects were randomly selected for the cells representing the year in school for each success level. The program randomly selected, from the population of unsuccessful students, 20 students for each cell representing one of four years in school, thus producing a randomized sample of 80 unsuccessful students. Ninety-six students were selected

from the successful group to obtain a sample of 24 randomly selected students for each of the four cells. Means of grade-point averages for the samples of successful and unsuccessful students are presented in Table 8.

TABLE 8
GROUP MEANS OF GPA FOR STUDENTS IN THE UAAP
BY LEVEL OF SUCCESS AND YEAR IN SCHOOL

Student Group	Entering \bar{X}	GPA SD	Program \bar{X}	GPA SD	Ending \bar{X}	GPA SD
<u>Successful (n=96)</u>						
Year 1	1.43	.32	2.02	.48	1.73	.31
Year 2	1.81	.32	2.32	.58	2.00	.37
Year 3	1.97	.30	2.27	.46	2.05	.25
Year 4	2.00	.42	2.26	.43	2.07	.34
<u>Unsuccessful (n=80)</u>						
Year 1	1.12	.46	.95	.61	1.06	.47
Year 2	1.49	.39	.83	.67	1.36	.40
Year 3	1.74	.43	.90	.59	1.63	.39
Year 4	1.94	.31	1.26	.50	1.88	.28

A multivariate repeated measures analysis of variance of academic performance using the independent variables of year in school and time of calculation of grade-point average was performed separately for successful students and unsuccessful students. The analyses for both groups of

students are reported in Table 9. These results are discussed in the following sections.

Successful Students

Using the Wilks' Lambda criterion, analysis of the dependent variable of academic performance for the group of successful students indicated this variable was significantly affected by the main effect of time of the calculation of the grade-point averages ($F(2,91)=36.41$, $p<.05$) and the interaction between year in school and time of the calculation of the grade-point averages ($F(6,182)=8.47$, $p<.05$). These results are reported in Table 9. A multivariate statistic for the main effect of year in school was not reported by the SYSTAT program package. The

TABLE 9
MULTIVARIATE TEST OF SIGNIFICANCE FOR
GRADE PERFORMANCE OF UAAP STUDENTS

Effect	Test	Value	Multiv. F	df	p
<u>Successful Students (n=96)</u>					
Time of GPA	Wilks'	.555	36.411	2,91	.000
Year by					
Time of GPA	Wilks'	.611	8.471	6,182	.000
<u>Unsuccessful Students (n=80)</u>					
Time of GPA	Wilks'	.516	35.232	2,75	.000
Year by					
Time of GPA	Wilks'	.683	5.250	6,150	.000

interaction between year in school and time of grade-point average calculation accounted for only 1.6% of the variance in grade-point average.

Further post hoc analyses of mean grade-point averages for each time of calculation of grade-point averages were calculated using Tukey's HSD analysis for multiple comparisons. The pairwise differences are reported in Tables 10, 11, and 12, along with an indication of whether the difference is significant ($p < .05$).

The differences between mean entering grade-point averages of successful students in each of the four years of school are reported in Table 10. First year students began the program with entering mean grade-point averages that were significantly ($p < .05$) lower than those of students in each of the other three levels of year in school. No significant ($p < .05$) difference between any other pairs of entering mean grade-point averages was indicated for the entering academic measure.

The differences between mean program grade-point averages of successful students in each of the four years of school are reported in Table 11. The university provides a graduated grade scale based on hours attempted to determine the retention of students. An increased grade-point average is required as the number of hours attempted increase. See the definition of academic suspension on page 10 for further clarification. The first year students' mean program grade-point average was significantly ($p < .05$) lower than the mean

program grade-point average of students in the other three groups. No other pairwise differences between the mean program grade-point averages of the students classified by year in school was significant ($p > .05$).

The differences between mean post-program cumulative grade-point averages of successful students in each of the four years of school are reported in Table 12. The first year successful students' ending mean grade-point average was significantly lower than any of the mean grade-point averages for the three other student groups classified by year in school.

TABLE 10

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF ENTERING GRADE-POINT AVERAGES (GPA1) FOR SUCCESSFUL STUDENTS CLASSIFIED BY YEAR IN SCHOOL (N=96)

	Year1 (1.435) ^a	Year2 (1.815)	Year3 (1.969)	Year4 (1.997)
Year1 (1.435)	---			
Year2 (1.815)	.380*	---		
Year3 (1.969)	.534*	.154	---	
Year4 (1.997)	.562*	.182	.028	---

* $p < .05$.

^aMean entering grade-point average is reported in parentheses.

TABLE 11

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF PROGRAM
GRADE-POINT AVERAGE (GPA2) FOR SUCCESSFUL
STUDENTS CLASSIFIED BY YEAR IN SCHOOL
(N=96)

	Year1 (2.025) ^a	Year2 (2.319)	Year3 (2.272)	Year4 (2.264)
Year1 (2.025)	---			
Year2 (2.319)	.380*	---		
Year3 (2.272)	.246*	.047	---	
Year4 (2.264)	.239*	.055	.009	---

* $p < .05$.

^aMean program grade-point average is reported in parentheses.

TABLE 12

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF CUMULATIVE
GRADE-POINT AVERAGE (GPA3) FOR SUCCESSFUL
STUDENTS CLASSIFIED BY YEAR IN SCHOOL
(N=96)

	Year1 (1.734) ^a	Year2 (2.000)	Year3 (2.046)	Year4 (2.066)
Year1 (1.734)	---			
Year2 (2.000)	.266*	---		
Year3 (2.046)	.312*	.045	---	
Year4 (2.066)	.332*	.066	.020	---

* $p < .05$.

^aMean ending grade-point average is reported in parentheses.

The effect of the time of calculation of grade-point averages was investigated to determine if the students' time in the University Academic Assessment Program contributed to an increase in the students' grade-point averages since the multivariate analysis indicated a significant effect due to time of calculation of the grade-point averages. The post hoc analysis reported in Table 13 indicates that the successful students' mean program grade-point average was significantly higher than their mean entering grade-point average. This contributed to a significant ($p < .05$) increase in their mean cumulative grade-point average calculated at the end of the program over their mean entering program grade-point average as well.

TABLE 13

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF GRADE-POINT AVERAGES FOR SUCCESSFUL STUDENTS
(N=96)

	Entering GPA1 (1.804) ^a	Program GPA2 (2.220)	Ending GPA3 (1.962)
GPA1 (1.804)	---		
GPA2 (2.220)	.416*	---	
GPA3 (1.962)	.157*	.258*	---

* $p < .05$.

^aMean grade-point average is reported in parentheses.

Unsuccessful Students

For unsuccessful students, the analysis revealed that academic performance variables were significantly affected by the time of calculation of the grade-point averages ($F(2,75)=35.23$, $p<.05$) and the interaction between year in school and time of calculation of the grade-point averages ($F(6,150)=5.25$, $p<.05$). The multivariate results are presented in Table 9. No other main effect or interaction was significant.

For the unsuccessful students, the time of grade-point average calculation accounted for 18.8% of the variance in grade-point average. Although the interaction of years in school with time of grade-point average calculation was significant ($p<.05$), the effect of the interaction on grade-point average appears to be weak, accounting for only 2.9% of the variance in grade-point averages.

Further post hoc analyses of mean grade-point averages for each time of calculation of grade-point average were calculated using Tukey's HSD analysis for multiple comparisons. The pairwise differences are reported in Tables 14, 15, and 16, along with an indication of whether the difference is significant ($p<.05$).

For unsuccessful students the entering grade-point averages for first year students were significantly ($p<.05$) lower than the entering grade-point average's for students in all other classifications (see Table 14). Another

significant difference between the entering grade-point averages was found between fourth year and second year students. Fourth year students had significantly ($p < .05$) higher entering grade-point averages than the second year students. In Table 15, an examination of the mean program grade-point averages revealed no significant ($p > .05$) difference between the groups of unsuccessful students' grade-point averages classified by year in school.

TABLE 14

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF ENTERING
GRADE-POINT AVERAGE (GPA1) FOR UNSUCCESSFUL
STUDENTS CLASSIFIED BY YEAR IN SCHOOL
(N=80)

	Year1 (1.124) ^a	Year2 (1.495)	Year3 (1.743)	Year4 (1.943)
Year1 (1.124)	---			
Year2 (1.495)	.372*	---		
Year3 (1.743)	.620*	.248	---	
Year4 (1.943)	.819*	.448*	.200	---

* $p < .05$.

^aMean entering grade-point average is reported in parentheses.

TABLE 15

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF PROGRAM
 GRADE-POINT AVERAGE (GPA2) FOR UNSUCCESSFUL
 STUDENTS CLASSIFIED BY YEAR IN SCHOOL
 (N=80)

	Year1 (0.950) ^a	Year2 (0.834)	Year3 (0.905)	Year4 (1.257)
Year1 (0.950)	---			
Year2 (0.834)	.116	---		
Year3 (0.905)	.045	.071	---	
Year4 (1.257)	.307	.423	.352	---

^aMean program grade-point average is reported in parentheses.

The final relationships examined were those of the unsuccessful students' cumulative grade-point averages calculated at the end of participation in the University Academic Assessment Program. The results reported in Table 16 indicate that the first year students' cumulative mean grade-point average was lower than the cumulative mean grade-point average for either third or fourth year students, and that second year students also obtained a lower cumulative grade-point average than did fourth year students.

TABLE 16

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF CUMULATIVE
GRADE-POINT AVERAGE (GPA3) FOR UNSUCCESSFUL
STUDENTS CLASSIFIED BY YEAR IN SCHOOL
(N=80)

	Year1 (1.063) ^a	Year2 (1.356)	Year3 (1.628)	Year4 (1.884)
Year1 (1.063)	---			
Year2 (1.356)	.293	---		
Year3 (1.628)	.565*	.272	---	
Year4 (1.884)	.821*	.529*	.257	---

* $p < .05$.

^aMean ending grade-point average is reported in parentheses.

TABLE 17

RESULTS OF TUKEY'S SPECIFIC COMPARISON TEST OF GRADE-POINT
AVERAGES FOR UNSUCCESSFUL STUDENTS
(N=80)

	Entering GPA1 (1.576) ^a	Program GPA2 (0.986)	Ending GPA3 (1.483)
GPA1 (1.576)	---		
GPA2 (0.986)	.590*	---	
GPA3 (1.483)	.094	.492*	---

* $p < .05$.

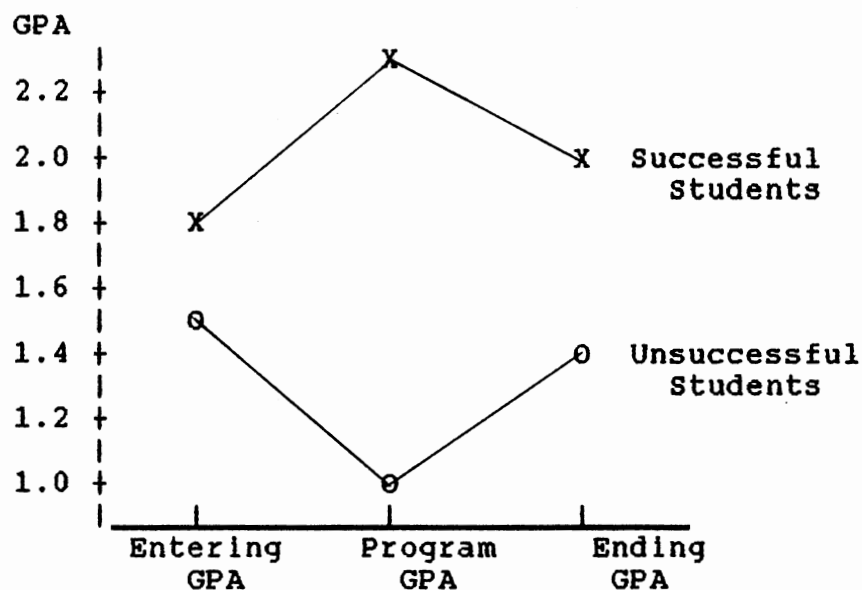
^aMean grade-point average is reported in parentheses.

The results of the multivariate analysis indicated a significant effect for the time of the calculation of the students' grade-point averages (see Table 9). Post hoc analysis results reported in Table 17 indicated that the unsuccessful students' mean grade-point average during the assessment program was significantly ($p < .05$) lower than either their entering or ending mean cumulative grade-point average. However, their ending mean cumulative grade-point average did not significantly decrease compared to their mean entering grade-point average.

Comparison of Unsuccessful and Successful Students

A pilot study was conducted to evaluate the effect of time spent in the University Academic Assessment Program on the students' grade-point averages. Subsequent analysis revealed confounded results which provided no clear trend in performance. This ambiguity was the result of combining successful and unsuccessful students in the analysis since the two groups tended to cancel the effects of each other. Figure 1 provides an illustration of the effect of the level of success on the calculation of grade-point averages. In order to eliminate this confounding effect and better evaluate the impact of the program on student performance, students in the current study were assigned to one of the two groups on the basis of their program grade-point average. The following hypothesis is related to the examination of differences between the two groups of

students on the basis of their cumulative entering grade-point averages. An independent samples t-test (see Table 18) was calculated using the entering grade-point averages to test this final hypothesis.



Time of Grade-Point Average Calculation

Figure 1. Academic Performance of UAAP Students

The final null hypothesis tested in this study was: There is no difference between successful students' and unsuccessful students' entering cumulative grade-point averages. The results of the independent t-test analysis (see Table 18) revealed that the successful students' entering calculated grade-point average was significantly

($p < .05$) higher than the corresponding grade-point average of the unsuccessful students.

TABLE 18

MEAN AND STANDARD DEVIATION FOR GRADE-POINT AVERAGES
AND t BETWEEN SUCCESSFUL AND UNSUCCESSFUL STUDENTS
FOR MEAN ENTERING GRADE-POINT AVERAGES

	Successful Students (n=162)		Unsuccessful Students (n=172)		t
	\bar{X}	SD	\bar{X}	SD	
Entering GPA	1.83	.36	1.47	.48	7.65*

* $p < .001$, $df = 332$.

Reported Cause of Academic Difficulty

At the time of application to the University Academic Assessment Program, students were asked on a survey to describe what they perceived to be the primary and secondary cause of their present academic difficulty. The students' responses were reviewed and categorized into one of nine response categories. Table 19 presents a listing of reported problems in order of the frequency of responses. The two primary causes of difficulty reported were lack of readiness for school by 19.5% (65) of the students and poor

study skills or behaviors by 17.1% (57) of the students. Excluding the no response category, the most frequently reported secondary problem was trouble with time management by 12.3% of the students. A chi-square analysis was performed to determine if there was a difference between identified problem areas reported by successful and unsuccessful students. There were no significant differences between students for reported primary problem areas ($\chi^2 = 4.308$, $df=8$, $p=0.828$) or for reported secondary problem areas ($\chi^2 = 9.556$, $df=8$, $p=0.828$).

TABLE 19
PERCEIVED CAUSES OF ACADEMIC DIFFICULTY

Problem Area (n=334)	Primary Problems			Secondary Problems		
	Rank	N	%	Rank	N	%
Lack of Readiness	1	65	19.5	3	31	9.3
Poor Study Skills	2	57	17.1	7	25	7.5
Financial Difficulty	3	45	13.5	4	31	9.3
Time Management	4	41	12.3	2	41	12.3
Relationships	5	35	10.5	8	21	6.3
Academics	6	31	9.3	6	27	8.1
Living Arrangements	7	27	8.1	5	29	8.7
Emotional/Illness	8	24	7.2	9	10	3.0
No Response	9	9	2.7	1	119	35.6

Summary

This chapter reports the results of the statistical comparisons of the performance of students who obtained academic success with those who experienced academic failure while participating in the University Academic Assessment Program. Also investigated were any differences that may have been present between the two groups of students with regard to academic performance (grade-point averages) and year in school, study behaviors, study attitudes, self-esteem, and reported causes of academic difficulty.

The separate multivariate analyses of the study habits, study attitudes, and self-esteem scores indicated that there was no effect due to the students' levels of success while a student in the University Academic Assessment Program. The only change indicated was that of an increase in the scores for study habits, regardless of the students' levels of success, at the end of the program. Self-esteem and study attitudes scores were not affected.

The first hypothesis tested for an interaction between student success and time between tests on study habits. The results indicated no significant ($p > .05$) interaction between students' success and time of testing for study habits. The result is to not reject the null hypothesis. The second hypothesis tested for a difference between successful and unsuccessful students' pre- and post-program study habits scores using a repeated measures analysis of variance

technique. A difference was indicated due to the main effect of time of testing for the study habits scores. The result was to reject the null hypothesis in favor of a significant ($p < .05$) difference between the study habits scores. Students' post-test scores were higher than their pre-test scores.

The third hypothesis tested for an interaction between student success and time between tests on study attitudes. The results indicated no significant ($p > .05$) interaction between students' success and time of testing for study attitudes. The result is to not reject the null hypothesis. The fourth hypothesis tested for a difference between successful and unsuccessful students' pre- and post-program study attitudes scores using a repeated measures analysis of variance technique. The results indicated no significant ($p > .05$) effect for the main effect of time of testing for the study attitudes. Therefore, no change in study attitudes is reported. The result is to not reject the null hypothesis.

The fifth hypothesis tested for an interaction between students' level of success and time of testing on self-esteem using a repeated measures analysis of variance technique. The sixth hypothesis tested for a difference between successful and unsuccessful students' pre- and post-program self-esteem scores using a repeated measures analysis of variance technique. The results indicated no significant ($p > .05$) interaction or main effects. Therefore,

there is no change in the self-esteem of the students, regardless of their level of success. The result is to not reject the null hypotheses.

The seventh hypothesis tested for differences between the students' various calculated grade-point averages using a multivariate repeated measures analysis of variance technique. The results indicated a significant ($p < .05$) difference between times of grade-point calculation. Program grade-point averages differed from entering and ending cumulative grade-point averages for both successful and unsuccessful students. The result was to not reject the null hypothesis. Successful students' program grade-point averages were significantly ($p < .05$) higher than their entering or final cumulative grade-point averages. Unsuccessful students' program grade-point averages were significantly ($p < .05$) lower than their entering or final cumulative grade-point averages. The result was to reject the null hypothesis.

Successful students were students who had earned a 2.0 grade-point average while in the University Academic Assessment Program and/or were accepted for subsequent enrollment in one of the University's academic colleges. Unsuccessful students were those who failed to perform at the minimum acceptable level. A significant difference between the grade-point averages of the two groups of students was found upon entrance to the program, during the program, and at exit from the program. Successful students

had a higher entering mean grade-point average ($\bar{X}=1.83$) than unsuccessful students ($\bar{X}=1.47$). Successful students earned a mean grade-point average of 2.26 while in the University Academic Assessment Program compared to the mean program grade-point average of 0.91 for unsuccessful students. At the end of the program, successful students had increased their mean cumulative grade-point average to 1.98 compared to the mean cumulative grade-point average of 1.37 for unsuccessful students.

The eighth hypothesis tested for an interaction between year in school and the time of grade-point average calculation on students' academic performance using a multivariate repeated measures analysis of variance. The results indicated a significant ($p<.05$) interaction between the time of the grade-point average calculation and the year in school for both successful and unsuccessful students, and a significant ($p<.05$) main effect for the time of grade-point average calculation. Post hoc analyses indicated that successful first year students had lower grade-point averages for all three times of grade-point average calculation than the other three classifications of students. For unsuccessful students, first year students' grade-point averages were lower than the other classifications of students for the entering grade-point average and lower than the grades of third and fourth year students for the ending calculated grade-point average. A comparison of the grade-point averages indicated a

significant ($p < .05$) difference between each of the three calculations of grade-point average for successful students. A comparison of the grade-point averages for unsuccessful students indicated a significant ($p < .05$) difference between the program grade-point average and each of the other two grade-point average calculations, but no significant ($p > .05$) difference between the two cumulative grade-point average calculations. The result is to reject the null hypothesis.

Within both groups of students, first year students tended to have lower entering grade-point averages than students in other year in school classifications. Academic performance for successful first year students in the University Academic Assessment Program tended to be lower than the academic performance of the students in any of the other three year-in-school classifications. For unsuccessful students, fourth year students earned grades higher than either first second year students, but not third year students on both the entering and ending cumulative academic measure. There was no difference between the mean grade-point average calculated while in the University Academic Assessment Program of unsuccessful students classified by the year in school groups. A difference also existed between the successful and unsuccessful students' entering grade-point average. Successful students showed academic improvement after participating in the University Academic Assessment Program while the unsuccessful students' performance continued to

decline.

The final hypothesis tested the difference between the grade-point averages of successful and unsuccessful students for their entering cumulative grade-point average using the independent t-test analysis. There was a significant ($p < .05$) difference between the two student groups' entering grade-point averages. Therefore, the null hypothesis is rejected.

An evaluation of reported causes of academic difficulty revealed no difference in responses between successful and unsuccessful students. The two primary causes of academic difficulty reported by the students in the University Academic Assessment Program were lack of readiness for school and poor study skills. Trouble with time management was the most frequently reported secondary cause of difficulty.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to investigate the effects of an intrusive advising program on student retention, academic performance, study behaviors, and self-esteem of students in the University Academic Assessment Program. The study also investigated whether any differences existed between successful students and unsuccessful students who participated in the University Academic Assessment Program. Another area of investigation attempted to identify the causes of academic difficulty as perceived by the students.

The utilization and type of available academic counseling services has been identified as a factor affecting a student's academic performance (Caldwell, 1976; Keller, 1978). Grites (1982) suggested shifting from a traditional advising model to one which emphasizes student development. Dochen and Johnson (1980) reported academic success with at-risk students who participated in an intrusive advising program and completed a developmental course for credit within the advising program. Glennen and

Baxley (1985) and Kaye (1972) stressed the benefits of an intrusive advising program for student success.

In addition to the advising program having an effect on student academic performance and persistence, a number of researchers have suggested a relationship exists between a student's self-esteem and performance (Pukey, 1970; Thelan & Harris, 1968; Wylie, 1961). Lenning (1982) stressed that a positive self-concept and self-confidence tends to facilitate student persistence. Saluri (1985) reported on a number of successful programs which promoted the personal and social as well as academic adjustment of their students.

Other studies have indicated that a relationship may exist between study habits and academic performance (Brown & Holtzman, 1976; Gadzella, Goldston, & Zimmerman, 1976; Kaye, 1972; Sandling & Stafford, 1976). Study habits were found to have a corresponding relationship with grade-point average (Sandling & Stafford, 1976). Students with poor study habits were found to dropout more frequently than others (Lenning, 1982). Gadzella, Goldston and Zimmerman (1976) considered a measure of a student's study habits as one of the best predictors of the student's semester grade-point average.

The current research study attempted to determine if the previously reported relationships of study behaviors and self-esteem to academic performance would be reflected in the students participating in the University Academic Assessment Program. These results can be used to help

determine the efficacy of the University Academic Assessment Program for helping students to improve their academic performance. Since the literature suggested intrusive advising programs were effective for improving the performance of at-risk students and retaining them in school, this study attempted to determine if that relationship would be true for the University Academic Assessment Program and its students.

The following hypotheses were tested in this study:

1. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) of their study habits as measured by the Survey of Study Habits and Attitudes.

2. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study habits scale of the Survey of Study Habits and Attitudes.

3. There is no significant interaction between the students' level of success and the time of testing (pre- and post-test) of their study attitudes as measured by the Survey of Study Habits and Attitudes.

4. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on the study attitudes scale of the Survey of Study Habits and Attitudes.

5. There is no significant interaction between the students' level of success and the time of testing (pre- and

post-test) of their self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

6. There is no difference between the pre-program and post-program scores of the successful and unsuccessful students on self-esteem as measured by the Coopersmith Self-Esteem Inventory (Adult Form).

7. There are no differences among the students' entering cumulative grade-point averages, their grade-point averages earned while in the University Academic Assessment Program, and their cumulative grade-point averages after participation in the University Academic Assessment Program.

8. There is no significant interaction between the students' year in school and time of measurement of academic performance (entering, program, and cumulative) as operationalized by grade-point average.

9. There is no difference between successful students' and unsuccessful students' entering cumulative grade-point averages.

Data for the study were collected from the 334 students enrolled in the University Academic Assessment Program. The entire population of 334 students was included in the calculation of the success or retention rate of students retained at the university. The population was divided into two groups, on the basis of their program grade-point average, of successful and unsuccessful students. These two groups were then compared to determine if a significant difference existed between the groups on the basis of their

entering cumulative grade-point average. From the population of 162 successful students, a sample of 96 successful students was randomly selected for an analysis of academic performance of successful students. Likewise, from the population of 172 unsuccessful students, a sample of 80 unsuccessful students was randomly selected for an analysis of academic performance of unsuccessful students. Academic performance measures obtained for these two groups of students, drawn from the original sample of 334 students, were grade-point averages obtained upon entry to the program, performance for the duration of the students' stay in the University Academic Assessment Program, and the cumulative grade-point average at the end of the program. Data from the two randomly selected samples (N=96 and N=80) were analyzed separately using a multivariate analysis of variance technique to test for an interaction between the students' year in school and time of calculation of their grade-point averages. An independent samples t-test was administered to test for a difference between to successful students and the unsuccessful students on their entering cumulative grade-point averages.

Students were administered the Survey of Study Habits and Attitudes and the Coopersmith Self-Esteem Inventory when they entered the University Academic Assessment Program and when they completed the Assessment Program. Only 95 of the 334 students completed both the pre- and post-test. The analyses of the variables of study habits, study attitudes,

and self-esteem were conducted on only these 95 students. The reduced number of respondents for these surveys restrict the reliability of the findings. The self-evaluation survey was used to obtain the reasons for academic difficulty. All 334 students responded to the self-assessment survey since it was administered only once.

A repeated measures analysis of variance was used to analyze the data collected using the SSHA and CSEI. The independent variables were the time of administration of the survey and the level of success of the students. A 3x4 multivariate repeated measures analysis was used to analyze the grade-point averages in order to test the hypotheses related to academic performance. The independent variables for the academic performances analyses were the time of the calculation of the grade-point average and the students' year in school.

Examination of the data showed that self-esteem and study attitudes were not affected by time spent in the University Academic Assessment Program or the students' level of academic success. An improvement in the scores for study habits was identified, thus allowing the hypothesis to be rejected in favor of a difference between the times of testing for study habits. Since a focus of the advising process tended to be upon the development of successful academic behaviors, it is suggested that this advising contact may have contributed to the increase in the study habits scores. It is suspected that the required advising

contact may be a factor affecting study habits. However, frequency and content of adviser contact was not obtained in this study, but is recommended for examination in future studies of this nature. The findings suggest that the students' self-esteem and study attitudes were unaffected by their experience in the University Academic Assessment Program. Intrapersonal factors which may affect academic performance such as motivation and commitment were not identified and should be addressed in future research. Although it appears that the students' study behaviors did improve, the cause for this improvement is elusive and a subject for future research.

Also examined was the effect of the assessment program, level of student success, and the student's year in school on academic performance. The students were classified according to their success or lack of success while in the University Academic Assessment Program. The academic data for the two groups of students were analyzed using separate procedures to avoid confounding the results which occur when the two groups are evaluated in a single analysis. The two groups were distinctively different in their performance and in combination tended to cancel the effect of each other.

The successful students' academic performance for the program was found to be improved significantly as compared to their entering performance measure. This performance was adequate to evidence a significant increase in their post-program measure over their entering academic measure. Thus,

these students not only performed at a higher level than their entering performance measure, but also were able to raise their cumulative grade-point averages. It is suggested that the contractual nature of the advising program requiring the students to be regularly accountable to a member of the university community (i.e., the adviser) may have contributed to this improvement. Such a relationship causes the students to be more cognizant of their own responsibility for their academic performance as well as provide access to resources previously overlooked or avoided.

The unsuccessful students' academic performance while in the University Academic Assessment Program was significantly lower than either their pre- or post-program academic measure. However, this performance did not significantly lower their ending cumulative grade-points as compared to their entering measure. Further analysis indicated that the two groups of students differed significantly with respect to all three measures of academic performance. Thus, future students may be able to be selected for success in the program on the basis of their entering academic measures.

Other differences found were that successful first year students tended to have lower grade-point averages than did other students for each of the three times of calculation of grade-point average. Unsuccessful first year students also had lower entry measures than the other students. There was

no difference between the post-program measures for first and second year students. However, a difference between unsuccessful second and fourth year students was identified for both the entering and final academic measures. There were no differences between unsuccessful students on the program measure.

Since these students had experienced academic difficulty prior to entering the University Academic Assessment Program, the study attempted to identify some possible conditions contributing to the students' academic status. A survey in which the students reported their perceived cause of difficulty was used. The two most frequent primary causes reported were a lack of readiness for school and possessing poor and inadequate study skills or behaviors. Lack of effective time management was most frequently reported as the secondary cause of their academic failure. An analysis of the responses revealed no significant differences between the causes of academic failure reported by successful and unsuccessful students.

Discussion

The University Academic Assessment Program was created to give students who had experienced academic failure another opportunity to continue their education and improve the level of their academic performance. The literature previously reviewed has suggested that students' academic performance may benefit from experience in an intrusive

advising program (Dochen & Johnson, 1980; Glennen & Baxley, 1985; Kaye, 1972; Lyons, 1985). The intrusive character of the University Academic Assessment Program was to require students to sign a contract agreeing to work closely with their adviser and to attend advisement sessions on a regular basis. If a student was successful in raising his or her grade-point average by earning no less than a 2.0 grade-point average while in the program, he or she could then be referred for acceptance in one of the academic colleges.

Previously, there had been no evaluation of the program as to the rate of retention of students and factors contributing to student success in the program. The variables considered as affecting the academic performance of the students were study habits and attitudes and self-esteem. These variables were selected for evaluation since the students had indicated that these were areas of difficulty for themselves on a self-assessment survey and in the application interview. These variables were frequently addressed in the advising process.

In the advising process, the adviser attempts to assess the student's current level of functioning. He or she will inquire about the student's organization of activities, time management and strategies for accomplishing his or her academic goals. The adviser will work with the student to develop a reasonable plan to accomplish those goals. Another issue the adviser addresses is the causes of the student's previous difficulty as described in the petition

process to help the student to overcome the difficulty, or to determine to what extent the student is still struggling with the issue and help the student develop a plan of action to deal with it. Students will report their activities, successes or failures, so that the adviser may monitor the progress of the student. A reality based approach is adopted so students may understand that they are personally acceptable to the the adviser regardless of their performance, but must accept personal responsibility for their successes or failures.

A unexpected finding was that study attitudes scores remained basically unchanged following experience in the program while the study habits scores showed improvement. This may indicate that the advising process is ineffective in helping to change students' attitudes to be more conducive to academic success. The improvement in the study habits scores may be attributable to changes in behavior as a result of either the advising process or a recognition by the students of what is needed to enhance their potential for success. These differences suggest that students may benefit from a structured program emphasizing behavioral modification in areas affecting study habits or behaviors. In future programs, definitive training to enhance specific academic and personal habits might be implemented.

The analysis indicated that the students' level of self-esteem was not affected by their experience in the program. Neither success nor failure affected the self-

esteem scores in any significant manner. This seems to suggest that the students' level of self-esteem is stable and that their level of academic performance does not impact this self-perception. To test the stability concept, it is suggested that a measure of the students' self-esteem be taken again after they have been re-established in their academic college. Although advisers should not neglect their supportive role for students, these results suggest that an advising program might focus less on these issues of personal development. Another possible position may be that these scores indicate a compensatory strategy adopted by the students to overcome any stigma that may be perceived as a result of their participation in the University Academic Assessment Program.

It was indicated that two groups of students enrolled in the University Academic Assessment Program could be identified by their academic success or failure while in the program. The analysis revealed that these students differed on the basis of their grades with regard to their entering grade-point averages as well as their program grade-point averages. The unsuccessful students had significantly lower entering grade-point averages than did successful students. This information is supportive of establishing a minimum grade-point average as one of the criteria for entrance into the program. Since the unsuccessful students' performance declined during their time spent with the University Academic Assessment Program, a more humane strategy might be

to prohibit enrollment in the program for a second semester for those who fail to meet minimum criteria for the first semester.

The primary causes of academic failure reported by the students were a lack of readiness for school followed by a lack of effective study behaviors. Study behaviors have been previously discussed in this section. The fact that more students reported a lack of readiness for school as their primary problem with academic performance suggests that the advising program might deal with these issues by providing developmental workshops, more training, advising, or better referral to resources with a follow-up program. If students are coming to the campus unprepared for collegiate life and performance, and are being accepted for enrollment under those conditions, then the institution should recognize their needs and develop an appropriate intervention.

One way to deal with the lack of readiness issue would be to communicate to high school students the challenges of college study and how it differs from high school. The program should focus on the reasoning skills needed, fundamental curriculum needed, organizational and personal skills needed to survive and overcome when they arrive on the campus. This message needs to be reiterated when the student arrives on the campus. Once on campus, the student might be offered participation in a type of success program which provides more structure to both their curricular and

extra-curricular experience such as paired courses which integrate the curriculum, block scheduling to facilitate support systems, required tutorial experiences of first quality to model for students appropriate strategies and involvement in the material. Institutions should not be afraid to require an advisement session prior to finalizing enrollment to explore the issues of why the student has come to school and if he or she is ready emotionally as well as academically. Helping students to assess realistically their opportunities and commitments needed should always be appropriate. To turn away students and accept them at a later time when they are ready for college is far better than to accept them when they are not ready and will in all probability get into academic difficulty. The development of study skills should become a part of all first courses, taught a part of the course. Teaching a student how to succeed is as important as the teaching of a specific course content, yet so often those skills are hidden or overlooked in the effort to convey the content of a course.

These efforts will be non-productive and inappropriate without adequate and appropriate assessment. Many at-risk students can be identified by their academic records or test scores. Others could be identified with a locally developed instrument to identify factors such as those reported by the assessment students. Once identified, but not stigmatized, these students could be required to participate in an assessment process designed to identify their specific

needs. Following this assessment they would have an individualized plan developed to assist them in developing the needed areas, skills, or experiences.

In terms of the retention rate of the program, 48.5% (162) of the 332 students were successful in earning the required 2.0 grade-point average or obtaining admission to one of the colleges for a subsequent semester. Thus, the program was successful in retaining students who were at risk of continued failure and would have been excluded from the university had the program not existed. How the program may increase this rate of student retention remains to be seen in the interventions developed. A more directive or prescriptive approach may be needed based on the assessments made as students enter the program.

Conclusions

The following conclusions are presented:

1. No significant interaction between the students' level of success and the time of testing of study habits was indicated by the data. Therefore, the first null hypothesis was not rejected.

2. A significant difference was indicated between pre-program and post-program scores for study habits of successful and unsuccessful students. Therefore, the second null hypothesis was rejected.

3. No significant interaction between the students' level of success and the time of testing of study attitudes

was indicated by the data. Therefore, the third null hypothesis was not rejected.

4. No significant difference was indicated between pre-program and post-program scores for study attitudes of successful and unsuccessful students. Therefore, the fourth null hypothesis was not rejected.

5. No significant interaction between the students' level of success and the time of testing of self-esteem was indicated by the data. Therefore, the fifth null hypothesis was not rejected.

6. No significant difference was indicated between pre-program and post-program scores for self-esteem of successful and unsuccessful students. Therefore, the sixth null hypothesis was not rejected.

7. A significant difference was found among the students' grade-point averages calculated at entry to the program, for the duration of the program, and at the end of the program. Grade-point averages calculated for the time the students spent in the assessment program differed significantly from their entering and ending cumulative grade-point averages. Therefore, the seventh null hypothesis was rejected.

8. A significant interaction between the students' year in school and the time of calculation of grade-point average was indicated by the data. Therefore, the eighth null hypothesis was rejected.

9. A significant difference between the entering

cumulative grade-point averages of successful and unsuccessful students was indicated by the data. Therefore, the ninth null hypothesis was rejected.

10. The University Academic Assessment Program appears to retain some students with low grade-point averages, as well as to assist in the improvement of study habits. Retained were 48.5% of the students as reported in Chapter 3. Although the retention rate may seem low as compared to the overall University retention rate, these were students who had been suspended from the University and would not have been retained otherwise. Although a 48.5% retention rate may seem low, it seems acceptable considering the characteristics of the students. These are students who were not lost to the university. The retention rate for the general college population was 70.3% after one year and 59.5% after two years (Oklahoma State University Student Profile, 1988, p.77). All students in the study had been with the university at least one year prior to enrolling in the University Academic Assessment Program.

The program, however, has probably been too lax in terms of its admission criteria and its interventions for improving academic performance have been poorly defined. The development and initiation and assessment of specific interventions may foster greater retention, academic improvement, and accountability from both the program and students.

11. Quality or style of advisement may also be a factor

affecting the performance of the students. Although this factor was not controlled in the study, it may be a reason for the apparent improvement in study habits scores. Advising in the program tended to focus on reinforcing or teaching better study behaviors. No intervention existed which specifically addressed the attitudes held by the students, which may account for the lack of change on the measure of study attitudes. Further research is suggested to investigate the differences between study habits and study attitudes and what interventions are best for effecting an improvement in scores.

There was no defined or consistent training available to the advisers. A formal training or orientation program for the advising staff in which expectations and procedures for the program are articulated and modeled may contribute to a consistency of treatment of the students and the future success of the intrusive advising program.

12. The time spent in the University Academic Assessment Program appears to have had no effect on the level of the students' self-esteem, nor was self-esteem related to the level of success of the student. This apparent lack of relationship between self-esteem and the level of student success is in contrast with the literature which suggests that such a relationship exists (Lenning, 1982; Pukey, 1970; Thelan & Harris, 1968). It may be that the stable scores indicate that the students' level of esteem is related to other factors more strongly than academic factors, and that

these factors are not being addressed in the advising program.

13. Students cited as a cause of academic difficulty the perception that they were not ready to attend college or settle down with the discipline required for successful academic performance. Although most of the students liked the social environment of the campus, they reported they were not ready to commit to the academic rigor required. Others felt that they were unable to make the transition from home life to college life and had not adapted to the emotional or physical changes demanded in their environment. Many had had acquired study habits which were suitable to high school, such as minimal preparation time devoted to tests or expecting to be given the correct answers to a problem or test, but are ineffective for college level work. Addressing students' expectations of college while they are still in high school would be an early intervention.

14. First year students typically have lower entering grade-point averages than other students. It is expected that students remaining in school a longer period of time before experiencing academic trouble would have more stable and higher grade-point averages. Early intervention regarding study habits and academic attitudes is necessary for improved performance.

15. A difference between successful and unsuccessful students can be identified on the basis of their academic performance prior to entering the program. The successful

students' grade-point averages tended to be higher than those of the unsuccessful students.

16. Successful students were able to improve their academic performance significantly while in the University Academic Assessment Program in terms of both their program and cumulative grade-point averages. The research did not address what motivations might be attributable to this success. This line of questioning is recommended for future research activities.

17. Unsuccessful students performed at a level significantly lower than their entering performance level; however, their ending cumulative grade was not significantly affected. Although unsuccessful, it appears that these students were in no worse academic difficulty after the program based on their ending cumulative grade-point average. Cumulative grade-point averages tend to be stable and most likely would require more semesters of performance, especially for upper level students, before noting a change.

Recommendations for Research

The following research recommendations are presented as a result of the study:

1. Self-esteem did not appear to be a factor related to level of success for this group, yet the literature suggests a positive relationship between self-esteem and academic performance. It is recommended that future research utilize other instruments which may indicate whether the lack of a

relationship between self-esteem and participation in the program holds for the other measures.

2. Future research should incorporate a control group of students in good academic standing to compare to the University Academic Assessment Program students on the measures of study habits, study attitudes and self-esteem. It is recommended that a future project be designed comparing the academic performance of assessment students with a randomly selected sample of the regular student population while evaluating the effects of the groups' performance on self-esteem.

Also, a follow-up measure of students' score on these variables is recommended. Data obtained from former assessment program students one or two semesters after they have been reinstated to a college may be beneficial. These results may indicate the value of the selected variables for continued intervention.

3. An exit interview might be required of students in order to assess reasons for success and if initial causes attributed to their failure have been overcome or eradicated. This may provide an alternative means of assessing changes effected in attitudes after participation in the assessment program.

Recommendations for Practice

1. Since the data have shown that there is a difference in the entering grade-point average between successful and

unsuccessful students, a minimum grade-point coupled with semester hours attempted should be established to screen prospective students seeking admission into the University Academic Assessment Program. The recommended scale represents approximately one-half standard deviation below the mean entering cumulative grade-point average for successful students. Exceptions should be granted only after careful consideration of a review of the student's petition and individual interview.

Hours Attempted	Minimum GPA
0-30	1.30
31-60	1.60
above 60	1.80

2. The current program lacks any specific activity for academic or personal development other than the mandated advisement sessions. It is recommended that structured and well-defined interventions be designed to develop the study behaviors of this group of students. The students report a need for such an intervention and the data have shown that the successful students have improved study habits. A course in which this and other issues may be addressed would be appropriate and has support in the literature (Dochan & Johnson, 1980). One specific intervention would be to develop a workshop or short course having a minimum of six instructional sessions dealing with study habits. Attendance of the workshop would be required early in the

semester and as a condition for enrollment in the second semester of the program.

3. Based on the reported causes of difficulty, early interventions should be designed and implemented prior to the students' experience of academic difficulty. Entering freshmen and transfer students should be targeted for this intervention which would include a required orientation or self-development course which addresses the specific issues that the research and the students have identified as causes of failure: time management, note-taking, test-taking, managing stress, relationships, and any others indicated by the assessment instruments.

4. It is recommended that the program establish as one of the criteria of success a 50% retention rate after one year of students accepted into the University Academic Assessment Program. Otherwise, a baseline retention rate based on performance of the last five years may be appropriate. If the proposed interventions are to be initiated, the administration will need to commit to providing adequate resources, leadership, and assessment processes for the program.

7. Subsequent interventions and measures of student accountability are needed to maintain students' successful performance. This might be accomplished using another course as a sequel to the recommended course for the first semester. Another measure might be to record the frequency of the students' contacts with their advisers. Another

intervention which would motivate student performance and allow the program to maintain its intrusive nature during the second semester of the program would be to allow students to enroll for the following (third) semester in a timely fashion. However, the students would be informed that the enrollment is subject to cancellation should they fail to complete the remaining terms of their contracts or fail to be accepted by an academic college within a specified date. This arrangement would need to cooperation and permission of the academic colleges.

8. It is recommended that the program continue its use of the subjective criterion of interviewing students for purposes of selection, which are to be reviewed and confirmed by a second staff member or director. Failure of agreement by the two professional advisers would require a personal visit of the student with the professional staff for a second interview. Second interviews are expected to be rare. This interview process, while more time-consuming, would help identify and control for attitude problems which increase a student's risk of failure. An instrument to measure hostile or negative types of attitudes may be administered at time of application to help confirm the subjective decisions. This process is meant to be helpful to students, since readiness for school and change are not always readily apparent in the other application materials. It is better to withhold enrollment from a student who obviously is not ready for academic improvement than to

accept the student and allow him or her to fail thus further harming his or her academic record.

9. A final recommendation is to develop a systematic way of training advisers to deal with these students. This is not intended to minimize individuality or creativity, but rather to demand a consistency of treatment and mutual support. Observation of advising by other advisers and staffing afterward may be a helpful approach. The use of taped sessions to be discussed in staff meeting would help enhance the advising relationship, help the adviser address pertinent issues in future sessions, serve as a teaching model for other members of the staff, professionalize the advising process, and maintain the importance of the student. A meeting held exclusively for the purpose of discussing advising cases should be established on a weekly basis. This process would facilitate supervision by the director and facilitate training and development.

Summary. It is admirable that the university is willing to commit resources to salvage students who have lost their way academically. Now that an initial research project has been completed, the institution or responsible department should use the information obtained to implement the changes recommended as well as to reaffirm the existing positive aspects of the program. Decisions can be made on the basis of the data. However, those decisions should never be unfeeling and mechanical as affecting the students. Hopefully, this research project has helped to map the

terrain of academic difficulty and recovery and has generated data which will allow the staff of the University Academic Assessment Program to respond more humanely to these students in their need. It is expected that the data, results, conclusions and recommendations will enable those participating in the assessment program to examine their performance and service with a critical, yet caring eye. That is all that this research has attempted to do, in the hope of helping one more student to become a success in an already difficult world.

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APPENDIX A

UAAP SELF-ASSESSMENT SURVEY

UAAP

Informed Consent

Please read and respond to each item on each of the attached instruments as best you can. The questions are intended to give your advisor the information that is needed to help you have a successful semester at O.S.U. This information is requested so that UAAP/FPS may evaluate our services and therefore offer continually effective programs.

By signing this consent form, I recognize that any information I provide on these forms or in advisement sessions with my advisor is strictly confidential and will be used only for evaluation and research purposes. I also understand that the obtained results of this project or any evaluation using this information will not, under any circumstances, be identified by individual responses.

I voluntarily grant my permission to UAAP to use the information that I have provided for the above mentioned purposes. I also acknowledge that my completion of the admission process for the UAAP does not guarantee my acceptance into the program. I acknowledge that I have not waived any of my legal rights or released this institution from liability for negligence.

Signed: _____

ID #: _____

Date: _____

UAAP SELF-ASSESSMENT SURVEY

CIRCLE OR SUPPLY THE CORRECT ANSWER to each of the items in this survey. Answer as thoughtfully and honestly as you can.

1. IN WHAT TYPE OF HOUSING DID YOU LIVE LAST SEMESTER?

1) At home with my parents	4) Fraternity/Sorority
2) With other relatives	5) Apartment or house alone
3) Residence Hall	6) Apt. or house with roommates

2. WERE YOUR LIVING ARRANGEMENTS A MAJOR OBSTACLE TO YOUR STUDYING?

1) Yes	2) Sometimes	3) No
--------	--------------	-------

3. IN WHAT TYPE OF HOUSING DO YOU PLAN TO LIVE DURING THIS SCHOOL YEAR?

1) At home with my parents	4) Fraternity/Sorority
2) With other relatives	5) Apartment or house alone
3) Residence Hall	6) Apt. or house with roommates

4. INDICATE THE NUMBER OF SEMESTERS OF COURSEWORK YOU HAD IN HIGH SCHOOL FOR EACH OF THE FOLLOWING SUBJECT AREAS.

1) English_____	5) Foreign Languages_____
2) Mathematics_____	6) Art or Music_____
3) Social Studies_____	7) Vocational Ed._____
4) Natural Sciences_____	

5. INDICATE THE SIZE OF YOUR HIGH SCHOOL GRADUATING CLASS.

1) Less than 50	3) 101 - 200	5) More than 400
2) 51 - 100	4) 201 - 400	

6. WHAT TYPE OF HIGH SCHOOL DID YOU ATTEND?

1) Public	3) Private - religious
2) Military	4) Private - independent

7. IN TERMS OF YOUR READINESS FOR COLLEGE WORK, RATE THE ADEQUACY OF YOUR HIGH SCHOOL EDUCATION:

1) Very Poor	3) About Average	5) Excellent
2) Poor	4) Good	

(Please turn over)

8. DO YOU NEED FINANCIAL AID TO BE ABLE TO GO TO SCHOOL?

- 1) Yes 2) No

9. INDICATE WHETHER OR NOT YOU NEED HELP IN ANY OF THE FOLLOWING AREAS BY PLACING AN "X" UNDER THE APPROPRIATE RESPONSE.

YES NO I NEED HELP:

- ___ ___ 1) In planning for assignments and projects
- ___ ___ 2) In writing essays and papers - (knowing what to write or what the teacher wants)
- ___ ___ 3) In reading with comprehension - (needing to reread material several times before understanding)
- ___ ___ 4) In mathematics - (getting problems right or becoming frustrated)
- ___ ___ 5) with note-taking - (notes do not help much for tests, or make much sense later)
- ___ ___ 6) with improving my time management - (losing control of time or not having enough to complete the work)
- ___ ___ 7) with test-taking and preparing for tests - (not doing well on tests when I feel I know the material, or not usually knowing what to expect on a test)
- ___ ___ 8) In controlling test anxiety - (becoming nervous or "freezing up")
- ___ ___ 9) with relating to my instructors - (difficulty understanding instructors or asking them questions)
- ___ ___ 10) In dealing with procrastination - (always putting an assignment or project off until the last moment)
- ___ ___ 11) with personal concerns - (my personal problems or the problems of people close to me interfere with my studies and plans)

10. HOW MANY HOURS PER WEEK DO YOU PLAN TO WORK THIS SEMESTER?

- 1) NONE 3) 11-15 hours 5) 21-30 hours
- 2) 1-10 hours 4) 16-20 hours 6) 31 hours or more

11. DURING YOUR COLLEGE CAREER, HAVE YOU EVER STAYED OUT OF SCHOOL FOR ONE OR MORE SEMESTERS?

- 1) Yes 2) No

12. HAVE YOU EVER BEEN SUSPENDED FROM ANY UNIVERSITY OR COLLEGE BEFORE NOW?

- 1) Yes 2) No

13. HAVE YOU THOUGHT ABOUT DROPPING OUT OF SCHOOL?

- 1) No, not at all 2) Sometimes 3) Yes, a lot of times

14. IN GENERAL, HOW DO YOU RATE THE COLLEGE INSTRUCTORS YOU HAVE HAD?

- 1) very poor 3) average 5) excellent
2) poor 4) above average

15. IN WHICH COLLEGE AT O.S.U. WERE YOU ENROLLED LAST SEMESTER?

- 1) Agriculture 4) Education 7) Home Economics
2) Arts & Sciences 5) Engineering 8) Freshman Programs
3) Business 6) Technology

16. IN WHICH COLLEGE DO YOU EXPECT TO ENROLL FOLLOWING U.A.A.P.?

- 1) Agriculture 3) Business 5) Engineering
2) Arts & Sciences 4) Education 6) Technology
7) Home Economics

17. READ THE FOLLOWING STATEMENTS CAREFULLY AND CIRCLE THE NUMBER OF ANY THAT ARE TRUE ABOUT YOU. IF THERE ARE ANY BLANKS IN THE STATEMENT YOU CHOSE, PLEASE COMPLETE THEM.

1) I plan to return to my major in _____

2) I have decided to change my major to _____

3) I am undecided between two or more majors. They are:

4) I am almost totally undecided about what major I should choose.

18. IF THERE ARE REQUIREMENTS, EITHER FOR YOUR MAJOR OR FOR GENERAL EDUCATION THAT ARE OF PARTICULAR CONCERN FOR YOU, PLEASE LIST THEM BELOW:

(Please turn over)

19. WHAT COURSE OR COURSES HAVE YOU:

A. Liked best at O.S.U.

B. Liked least at O.S.U.

() _____	() _____
() _____	() _____
() _____	() _____

20. PLEASE LIST BELOW ALL COURSES IN WHICH YOU HAVE EARNED D OR F AND NOTE WHETHER YOU FEEL PREPARED TO REPEAT THOSE COURSES AT THIS TIME.

COURSE	GRADE	Could Get a C or Better Now	Not Yet Ready To Repeat
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

21. PLEASE LIST ANY COURSES YOU WOULD LIKE TO TAKE THIS SEMESTER IF ACCEPTED INTO THE UAAP.

_____	_____	_____
_____	_____	_____

22. WERE YOU ILL FOR MORE THAN A DAY OR TWO DURING YOUR LAST SEMESTER?

1) No 2) Yes, I was sick a total of _____ days that semester.

23. INDICATE THE APPROXIMATE NUMBER OF HOURS PER WEEK YOU SPENT ON EACH OF THE FOLLOWING ACTIVITIES LAST SEMESTER.

- 1) Attending class _____
- 2) Studying _____
- 3) Working at a job _____
- 4) Socializing (dates, parties, chats, etc.) _____
- 5) Clubs & Extracurricular activities _____
- 6) Traveling (driving, commuting, etc) _____
- 7) Other (_____) _____

24. HOW MANY TIMES A SEMESTER DID YOU SEE YOUR ADVISOR LAST YEAR?

1) Fall Semester: _____ 2) Spring Semester: _____

25. PLEASE INDICATE IF YOU HAVE USED ANY OF THE FOLLOWING ACADEMIC AND AUXILIARY SERVICES FOR STUDENTS ONE OR MORE TIMES. PLACE AN "X" BESIDE EACH SERVICE THAT YOU HAVE USED IN THE PAST YEAR.

- 1) Academic Improvement Workshop
 2) Math Learning Resource Center
 3) Tutorial Services
 4) Study Groups or Help Sessions
 5) English Writing Center
 6) Study Skills Workshop or Course
 7) University Counseling Services
 8) Discover Center
 9) Student Mental Health Services
 10) Minority Student Programs/Services
 11) International Student Advisement
 12) Student Academic Services Office

26. PLEASE STATE OR DESCRIBE BRIEFLY WHAT YOU BELIEVE WAS THE MAJOR CAUSE OF YOUR ACADEMIC DIFFICULTY:

27. WERE THERE ANY SPECIFIC PERSONAL PROBLEMS WHICH YOU EXPERIENCED DURING THE PAST SEMESTER(S) WHICH MADE IT DIFFICULT FOR YOU TO CONCENTRATE ON YOUR ACADEMIC WORK, OR WHICH YOU FEEL CONTRIBUTED TO YOUR ACADEMIC DIFFICULTY?

1) No 2) Yes (how long did the problem last? _____)

Has the problem(s) been resolved? 1) Yes 2) No 3) Partly

28. WHAT ARE SOME REASONS YOU EXPECT YOUR ACADEMIC PERFORMANCE TO IMPROVE IF ACCEPTED INTO THE UAAP?

APPENDIX B

UAAP STUDENT INFORMATION PACKET

PROCEDURES FOR REINSTATEMENT IN UAAP

The following steps must be taken before your reinstatement in the University Academic Assessment Program (UAAP) can be considered:

- Submit academic records from your previous college to UAAP
- Submit UAAP referral form completed by your college
- Submit a written petition to UAAP
- Complete the UAAP Self-Assessment Survey
- Have an interview with a UAAP adviser

It is your responsibility to see that all of the above are completed no later than the Friday before classes begin so that a decision about your acceptance into the UAAP can be made in time for enrollment. The reinstatement process is not complete until a contract is signed by you and your UAAP adviser.

UAAP Spring 1988

UNIVERSITY ACADEMIC ASSESSMENT PROGRAM (UAAP)
OKLAHOMA STATE UNIVERSITY

The University Academic Assessment Program (UAAP) is designed to provide academic assistance and advisement to selected students who have been suspended by the university and/or one of the academic colleges on campus. Students reinstated through UAAP are assisted in reevaluating their career and educational goals in an attempt to develop a successful and realistic academic plan. Reinstatement conditions and program requirements for UAAP are outlined below.

UAAP ADMISSIONS PROCEDURE

Students are referred to UAAP by one of the academic colleges on campus. The student is responsible for seeing that his or her academic records, along with the UAAP petition (please see attachment), reach this office. An adviser in UAAP will review the records and conduct an interview, and the UAAP committee will determine if the student will be admitted.

If a student is admitted to the program, a UAAP adviser is assigned to the student to assist with the development of an appropriate academic plan.

If it is determined that it is not in the student's best interest to enroll for the semester, the student's records will be returned to the college where the student was previously enrolled.

UAAP PROGRAM REQUIREMENTS

All UAAP students must meet the following standards:

1. Be enrolled full-time (at least twelve resident hours per semester);
2. Maintain a 2.00 or higher grade point average while in UAAP;
3. Make no changes in enrollment without the approval of UAAP academic adviser;
4. Complete all additional terms outlined in student's UAAP contract.

UAAP TRANSFER REQUIREMENTS

At the appropriate time, the student and adviser will review the student's progress. If the student's performance meets UAAP requirements and is sufficient to merit referral to one of the degree granting colleges, the adviser will provide the necessary college transfer forms and direct the student to the appropriate academic advising office on campus.

UAAP ADVISEMENT PROGRAM

UAAP students are required to:

1. Reevaluate career goals and educational objectives with assistance from a UAAP adviser.
2. Attend classes regularly.
3. Contact instructors when difficulties arise.
4. Contact adviser for information when in need of assistance.
5. Be aware of university policies and deadlines listed in the OSU catalog and on the official notices.
6. Attend at least one academic improvement workshop sponsored by UAAP.
7. Attend bi-monthly advisement conferences with UAAP adviser.

Please note that withdrawal after the last day to enroll will count as one semester in UAAP.

For additional information about the program, you may contact the UAAP office which is located in 201 Whitehurst or call (405)624-5333 between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday.

PROCEDURE FOR PETITIONING FOR REINSTATEMENT
TO THE UNIVERSITY THROUGH THE
UNIVERSITY ACADEMIC ASSESSMENT PROGRAM

A committee, composed of the Director of the Assessment Program and academic advisers, reviews all applications for reinstatement from students who have been placed on academic suspension at Oklahoma State University. To properly evaluate your request for reinstatement, you must bring a written petition to our office. This petition should be submitted within one week of your first interview with an Assessment Program adviser. The following points should be addressed in your petition:

- Circumstances which contributed to your past performance
- Why you believe that, if reinstated, you will improve your academic record and any evidence of your potential to complete a degree
- The major you would like to declare (if you would like to remain undeclared, list majors you would like to explore)

Also, please submit a copy of your academic records from your previous college.

You may contact the Assessment Program regarding the Committee's decision within two days of the date your petition and all required information is received. A written response will be sent within one week from the day your petition is received in our office. Petitions should be submitted prior to the Friday before classes begin.

It is the intent of the Committee to take whatever action is deemed to be in your best interest. It is also intended that you be provided an opportunity to explore the reasons for your poor academic performance and that you consider effective steps for remediation.

Submit your handwritten or typed petition to:

University Academic Assessment Program
201 Whitehurst Hall
Oklahoma State University
Stillwater, OK 74078-0011

APPENDIX C

UAAP CONTRACT

UNIVERSITY ACADEMIC ASSESSMENT PROGRAM
OKLAHOMA STATE UNIVERSITY

201 WHITEHURST
(405) 624-5333

STUDENT'S NAME _____ ID# _____

I understand that the University Academic Assessment Program (UAAF) is designed to assist students experiencing academic difficulties in the colleges on campus. I understand that my past academic record does not indicate satisfactory progress toward an approved educational objective in the colleges on campus. As a result, I have been conditionally reinstated as a student in the UAAF for the _____ semester. I understand that the University Academic Assessment Program will try to help me reevaluate my career and educational goals in order to bring about a successful and realistic educational plan.

UAAF REQUIREMENTS AND CONDITIONS

1. Complete a minimum of 12 resident credit hours each semester and earn at least a 2.00 grade point average for continuing enrollment in the program.

2. Utilize special services as recommended by my UAAF adviser. (Help sessions, tutoring, Discover, University Counseling, etc.)

3. Attend the UAAF Information Session (_____) and Academic Improvement Workshop (_____)

4. Make and keep appointments with my adviser every two weeks or as determined necessary by my adviser.

5. To complete the following courses:

1st Semester	_____	2nd Semester	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. Notify the UAAF office of any changes in my campus or permanent address or phone number.

7. Make no changes in my enrollment (drop or add courses) or withdraw from the university without the approval of my adviser. Withdrawal after the last day to enroll will count as a semester of enrollment in UAAF.

I understand that I will not be allowed to pre-enroll for the _____ semester until I have met the conditions stated above, and that my academic progress will be reviewed at the end of each semester. I also understand that my reinstatement in an academic college is not guaranteed by completion of UAAF requirements; reinstatement is strictly a decision made by each college.

I understand and agree to the conditions and requirements of the University Academic Assessment Program.

Student's Signature Date - 1st Sem. 2nd Sem. - Initial/Date

Adviser's Signature Date - 1st Sem. 2nd Sem. - Initial/Date

APPENDIX D

UAAP ADVISER FORMS AND LETTERS

Acceptance

(XXX)

U AAP / accept

(XXX)
(XXX)
(XXX)

Dear (XXX):

A review has been made regarding your petition for reinstatement in the University Academic Assessment Program (UAAP) at Oklahoma State University.

I am pleased to inform you that you have been accepted as a student in the Assessment Program for the (XXX) Semester. If you have pre-enrolled earlier during the year, you must make an appointment with an adviser in the Assessment Program to sign an enrollment contract prior to the first week in August to avoid cancellation of your courses. We are located in 201 Whitehurst, or you may call us at (405) 624-5333 or 1-800-522-6809 (ask for Freshman Programs and Services) toll-free in Oklahoma. Please note that enrollment in our program is not complete until you sign a contract outlining conditions for your continued enrollment.

I trust that you will use this opportunity to re-evaluate your educational goals and objectives, and, if necessary, consider alternative career options.

Sincerely,

Denial

(DATE)

U AAP / denial

(XXX)
(XXX)
(XXX)

Dear (XXX):

A review has been made regarding your petition for reinstatement as a student in the University Academic Assessment Program (UAAP) at Oklahoma State University.

I regret to inform you that your petition for reinstatement for the Fall semester of 1986 has not been accepted. This decision was made after a careful and serious consideration of your academic records and the written petition you submitted.

Nevertheless, if you feel that there are other factors that the committee was not aware of during the review process, you may appeal this decision to the Director of the Assessment Program. If you choose to exercise this option, you will need to visit our office which is located in 201 Whitehurst Hall or call (405) 624-5333 to make an appointment with the Director of UAAP to discuss your appeal.

Sincerely,

University Academic Assessment Program

UAAAP ADMISSION INFORMATION

NAME _____ ID# _____

ADDRESS _____ PHONE # _____

REFERRED BY COLLEGE _____ ADVISER _____ MAJOR _____

HRS ATT _____ HRS EARNED _____ CUM GPA _____ TYPE OF SUSPENSION - UNIV COL _____

DATE	ACTION	IN PERSON	BY PHONE	MAILOUT
/ /	INFO TO STUDENT BY _____	_____	_____	_____
/ /	ACADEMIC RECORDS RECEIVED	REFERRAL FORM _____		TRANSFER CARD _____
/ /	INTERVIEW WITH _____			
/ /	PETITION RECEIVED	BY MAIL _____	IN PERSON _____	
/ /	SELF-EVALUATION SURVEY RECEIVED			
/ /	ADMISSION DECISION MADE	ADMIT _____	DENY _____	COMMENT BELOW _____
/ /	NOTICE TO STUDENT	BY PHONE _____	IN PERSON _____	
/ /	LETTER SENT	TYPIST INITIALS _____		
/ /	APPEAL DECISION	ADMIT _____	DENY _____	COMMENT BELOW _____
/ /	APPEAL LETTER SENT	TYPIST INITIALS _____		
/ /	ENROLLMENT / CONTRACT SIGNED	ADVISER _____		

COMMENTS _____

UAAAP RESEARCH INFORMATION

COLLEGE REFERRAL RECOMMENDATIONS:

PETITION INFORMATION --

REASONS FOR PAST PERFORMANCE:

EXPECTATIONS / PLANS FOR IMPROVEMENT:

ATTENDANCE AT - INFORMATION MTG / / ACADEMIC IMPROVEMENT WORKSHOP / /

FREQUENCY OF VISITS: 1) WEEKLY 2) BIWEEKLY 3) MONTHLY 4) OTHER _____

APPOINTMENTS MISSED: 1) 0-1 2) 2-3 3) 4 OR MORE TOTAL OFFICE CONTACTS: _____

COUNSELING: 1) NONE 2) PERSONAL 3) CAREER 4) STUDY SKILLS 5) OTHER _____

TUTORING: 1) NO 2) YES - SUBJECTS _____

OTHER:

APPENDIX E

UAAP PROCEDURES

The selection of students for admission into the program is based on four sources of information:

(1) Each student is required to have a referral form from their home college stating conditions required for reinstatement in that college or other appropriate recommendations;

(2) A copy of the student's academic performance or transcript is required to be submitted with the referral form;

(3) The student is required to submit a letter of petition to University Academic Assessment Program stating any unique conditions he or she perceives as causing the present academic deficit and addressing any expectations or reasons for his or her improved academic performance if accepted into the University Academic Assessment Program;

(4) An adviser in the University Academic Assessment Program then conducts a personal interview with the petitioner, which allows the student an opportunity to clarify or add to statements made in his or her petition and provides the advisor an opportunity to confirm his or her present or later evaluation of the student's petition.

The above information is then reviewed by the University Academic Assessment Program adviser with attention given to the feasibility for adequate improvement on the part of the student followed by the adviser's recommendation regarding acceptance into the program along with any conditions that need to be applied. The recommendation is then reviewed by the program supervisor or another adviser in the University Academic Assessment Program. If accepted, the student is notified, a contract is signed, and then enrollment takes place. One special condition of University Academic Assessment Program should be noted: Once accepted in the University Academic Assessment Program, a student may participate for no more than a maximum of two semesters. However, if after one semester adequate improvement has been made, and the college of choice is willing to reinstate the student, the student may request a transfer to that college and leave the University Academic Assessment Program.

The following steps are descriptive of the process used for data collection and procedures followed in the Assessment Program:

1) Students who have been suspended and who desire to be reinstated must initiate contact with the University Academic Assessment Program. Usually the student has initiated the inquiry or has been referred by the college.

2) The students are then given materials explaining the procedures for reinstatement, a description of the program, and information regarding the composition of their written petition (see appendix B). Next, an appointment to meet with an adviser is made.

3) During the appointment, the adviser discusses with the student the purpose of and requirements for admission in the University Academic Assessment Program. Most times the student has already submitted his or her academic records, referral form, and petition. The adviser determines what materials remain to be submitted and informs the student regarding any information needed to complete the file. After the adviser has provided the student an overview of the University Academic Assessment Program, he or she then presents the student with the self-assessment survey, Coopersmith Self-Esteem Survey, and Survey of Study Habits and Attitudes which are to be completed by the student and returned to the University Academic Assessment Program before any action will be taken on their petition. At this time, the students are informed in writing and verbally by the adviser that the information may be used for research purposes as well as for selection purposes. The student's identity and information shared are kept confidential within the operational policies of the University Academic Assessment Program. Any information used for research purposes and reported will have all identifying names and numbers removed prior to reporting.

The adviser will usually conduct the interview at this time, if the student is willing. The interview is used to supplement and confirm material in the student's petition and to help the adviser evaluate the student's willingness and commitment to the program as well as attitudinal factors that may affect the student's future performance. The information and interview process takes about 30 minutes. The completion of the survey takes about 30 minutes and the Survey of Study Habits and Attitudes and Coopersmith Self-Esteem Inventory can be completed in about 15 to 20 minutes each.

4) When all the materials necessary for evaluation and selection of the student have been received, the adviser reviews them and then recommends acceptance or denial of the student for the University Academic Assessment Program.

That decision is reviewed by at least one other adviser (or director) who may uphold or contradict the recommendation (See forms in Appendix C). If the decision is contradicted, the adviser and reviewer meet and discuss their evaluation of the student's potential for success and reach an agreement regarding the admissibility of the student. A discussion of this nature may also take place prior to the adviser's decision, if the adviser desires to postpone his or her decision until he or she has received feedback regarding the student's petition from the reviewing adviser. When the decision is made and confirmed, the student is notified of the decision by mail. Sample letters informing the student of acceptance or denial may be examined in Appendix C. This decision-making process takes no more than two days from the time all materials are received.

5) Following official notification of acceptance, the student is transferred from the referring college to the University Academic Assessment Program, and officially assigned to the advisor who conducted the interview. The student then sets an appointment with his or her University Academic Assessment Program adviser for enrollment.

During the appointment, the adviser again reviews the conditions of the student's acceptance in the University Academic Assessment Program, stressing that the acceptance of the student is a sign of the adviser's belief in the student's potential for academic success. Next, the adviser helps the student explore his or her goals and career objectives in light of past performance. This exploration, in addition to consideration of the recommendations made by the referring college, is used to help the student select a realistic and appropriate course load for the following semester. The selected courses are then listed on the University Academic Assessment Program contract as part of the program's conditions.

All conditions on the University Academic Assessment Program contract are reviewed with the student (see Appendix A). The courses selected and any other required activity are written into the contract. Both the student and the adviser sign the contract agreeing to abide by the conditions stipulated. The essence of the contract is that the student must carry no less than 12 hours for the semester, earn a minimum semester grade-point average of 2.0 for the courses, make and keep appointments with his or her advisor every two weeks or as indicated, and complete any other designated activities written into the contract. The student receives a copy of the contract and the original is placed into the student's file. The same contract is used for the second semester enrollment.

6) The student then makes regular appointments with his or her adviser during which time they review the student's academic progress and identify resources or activities needed to deal with deficiencies.

7) A progress report of academic performance is required from the student on which his or her instructors confirm the performance level. This progress report is required prior to enrollment for the subsequent semester.

8) The end-of-semester grades are received and recorded. Based on performance and fulfillment of contract conditions a decision is made whether to grant continuing enrollment or deny continuance in the University Academic Assessment Program. Students who are doing well academically may petition a college for readmission the following semester, with a referral from their current advisor.

9) The monitoring and reporting process may be continued a second semester for those who qualify for continued enrollment under the conditions of the contract.

10) Semester grades and an evaluation of the student's fulfillment of the contract are noted in the file.

11) When a student leaves the University Academic Assessment Program, regardless of conditions, he or she then completes an exit evaluation of his or her experience in the program. At the time of departure the student also completes another Coopersmith Self-Esteem Inventory and Survey of Study Habits and Attitudes. The student's current semester and cumulative grade-point average, as well as the semester hours earned, hours attempted, and post-University Academic Assessment Program status are recorded.

All the materials are then collected and placed in the student files by the individual counselors. Survey data, grade-point averages, and data from the University Academic Assessment Program tracking cards are recorded in coded form for computer input by the clerical staff to be analyzed at a later time.

VITA

Robert Arthur Place Schultz

Candidate for the Degree of

Doctor of Philosophy

Thesis: DIFFERENCES BETWEEN ACADEMICALLY SUCCESSFUL
AND UNSUCCESSFUL STUDENTS IN AN INTRUSIVE
ACADEMIC ADVISING PROGRAM

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