

EMPOWERING STUDENTS TO CONQUER ACADEMIC DISMISSAL

**CENTER FOR ACADEMIC SUCCESS
DONALD PEARL, Ph.D. DIRECTOR**

CREATING THE NEXT®

GT 2100: SEMINAR ON ACADEMIC SUCCESS

- BACKGROUND ON GT 2100
- WHAT HAPPENS IN THE COURSE
- WHY IT WORKS
- LESSONS LEARNED
- QUESTIONS

BACKGROUND ON GT 2100

- Academic Dismissal
 - GPA below 2.0
 - Student must remain out for at least one semester
 - Appeal to return
 - Receive a three semester contract
 - Must take and pass GT 2100 (since fall 2014)
- Students are academically well prepared

BACKGROUND ON GT 2100



Historically, 14% of students returning from academic dismissal were graduating

Results since Spring 2014

- 405 students have taken the class
- 30% have graduated
- 24% continue
- 6% chose not to continue
- 40% have been dismissed again

GT 2100 BASIS



- *Turning Point*, Joyce Weinsheimer
- *GRIT*, Angela Duckworth
- *Make It Stick*, Brown, Roediger, and McDaniel
- “Growth Mindset,” Carol Dweck
- “Self-Efficacy,” Albert Bandura
- *First Things First*, Merrill and Covey
- “PLRS Learning Cycle,” Frank Christ
- “Collaborative Learning Techniques,” Barkley, Cross, & Major

WHAT HAPPENS IN GT 2100



- Focus is on student reflection
 - What went wrong
 - What are you going to do differently
 - What is getting in the way
 - Everyone knows why everyone else is in the course

WHAT HAPPENS IN GT 2100



- Metacognitive skills
 - Time Management
 - Brain-based Learning and Self-Regulation
 - Interleaving
 - Mindset and GRIT
 - Managing Choices
 - Thinking Critically about the Future
 - Alumni Panel

WHAT HAPPENS IN GT 2100

- Students engage
 - Problem solving
 - Critical thinking
 - Group discussion
 - Improved behavior weekly
- Lecturer avoids speaking for more than 10 minutes
- Opportunity for student reflection and activity



WHAT HAPPENS IN GT 2100



- Academic Coaching
 - Mandated three meetings
 - One session with three students
 - Instructor is the coach
 - In-depth discussion around individual student issues
 - Individual improvement plans developed

WHY IT WORKS



- Student reflection
- Peer discussion and support
 - Counter to GA Tech culture
 - Cram sessions
 - Late night studying
 - Minimal sleep
- Accountable to each other and the instructor

WHY IT WORKS



- Academic Coaching
 - Most important part of class success
 - Students receive direct and individualized feedback
 - Instructor is able to support student behavior change
 - Instructor holds high expectations for student behavior
- Students report feeling good about completing
- Students must maintain the new behaviors

WHEN IT DOES NOT WORK



- 162 students were readmitted and then dismissed again
 - Most dismissed in first semester
 - Many had semester GPA above 2.0
 - Mean of 86 and median of 84 completed credit hours
 - High 164 and a low of 12 credit hours earned
 - 59 students with more than 100 credit hours earned

WHEN IT DOES NOT WORK



- Students are not able to make enough changes
- Students just don't buy into the need for change
- Students' issues are beyond the scope of the class
- Students fall back into old habits

LESSONS LEARNED

- Students must be required to take the class
- Class is a diagnostic tool of how they are doing in other classes
- Active learning and classroom dialogue among classmates works
- Critical that students articulate “why (I failed)” and “what (I need to change)”
- Metacognitive skills are important





QUESTIONS?

donald.pearl@gatech.edu

