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Assessing the Relationship between Grit, Efficacy, Mindset & Motivation (GEMM) and
Academic Probation among Community College Students

A dissertation submitted in partial satisfaction of the requirements for the degree of
Doctor of Education

by

Tammy Lee Mahan

2017

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ABSTRACT OF THE DISSERTATION

Assessing the Relationship between Grit, Efficacy, Mindset & Motivation (GEMM) and
Academic Probation among Community College Students

by

Tammy Lee Mahan

Doctor of Education

University of California, Los Angeles, 2017

Professor Mark Kevin Eagan, Chair

This study examined the relationship between factors of GEMM (grit, efficacy, mindset & motivation) and academic probation status removal as well as student perception of personal contributors to academic probation, tutorial interventions, and the effectiveness of a mandatory academic probation workshop at a large urban community college in Southern California. A mixed-method design was used. Survey data, as well as personal interview data, was collected. A total of 695 students out of 830 students who were placed on A1 probation status attended a mandatory workshop prior to the beginning of the Fall 2015 semester. Out of the 695 students, 194 completed their GEMM pre-survey correctly and were assessed to determine if factors of GEMM correlated with successful academic probation status removal. A total of 211 students expressed interest in participating in the review of GEMM tutorial interventions, with 31 students committing to participate in the intervention program, and only 13 completing. Academic self-efficacy was the only GEMM factor found to be predictive of academic probation status removal. Student perception of the online GEMM tutorial interventions was

overwhelmingly positive with the majority of the students favoring the video content of personal student interviews. Participation and follow-through proved to be problematic for this study, and only 79 out of the 695 students on A1 academic probation returned to good standing by the following semester. Implications and recommendations for future research are contained within.

The dissertation of Tammy Lee Mahan is approved.

Linda P. Rose

James W. Stigler

Linda J. Sax

Mark Kevin Eagan, Committee Chair

University of California, Los Angeles

2017

Dedication

I give this manuscript as a gift to my two sons, Brandon & Blake. Throughout this doctoral program, both Brandon and Blake patiently supported me throughout the process. Sacrifices were made by all of us in order to successfully complete this dissertation and degree. It is my hope that I have served, and will continue to serve, as a defining role model within their lives personally (morally, ethically, spiritually), academically, and professionally. In addition, I would like to dedicate this dissertation to all of my family, friends, and colleagues who offered their continued support and encouragement. It is with the completion of this dissertation that I would like to express the importance of having faith in your dreams, no matter what the perceived obstacles may be. To continue, despite hardships, to refocus for clarity when needed, and to live your life with strength and integrity, all while attempting to discover your divine life purpose along the way.

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Chapter 1: Introduction

Community colleges continue to serve as the primary gateway for diverse student populations to access higher education without the restriction of academic admission requirements. Despite the “open access” environment that a community college provides, educational attainment in community colleges within California deteriorated with each generation (Moore & Shulock, 2010), as rates of completion of associate’s degrees, certificates, and successful transfers to four-year institutions have continued to fall. California community college enrollment and success rates began to increase for the first time since 2008-2009 starting in 2013-2014. Student success and enrollment increases were due primarily to additional funding and the college system’s movement to increase student access. The California Community College system is the largest in the nation, serving 2.1 million students within 113 colleges (CCCCO, 2016).

Despite impressive statistics, stating that 70.2% of all students who arrive at community colleges *prepared* for collegiate level work do in fact complete a certificate, associate’s degree, or transfer to a four-year institution, the prognosis is not so promising for students who are not academically prepared (CCCCO, 2016). Approximately three-quarters (74.4%%) of incoming students in the California community college system are in need of academic remediation, and only 40.5% of these students will, in fact, complete their certificate, degree, or transfer to a four-year institution (CCCCO, 2016).

Further complicating concerns of remediation is the increased likelihood that a student will be placed on academic probation or dismissal. Among all community college students identified as “underprepared” for college coursework, regardless of race or ethnicity, 40.5% completed an associate’s degree, certificate, or transfer. Conley (2007) defines college readiness

as a level of preparation a student needs to enroll and succeed in a credit-bearing general education course without remediation at a secondary institution. Within California community colleges, student placement into college-level math and English often defines “college readiness,” and according to the California Community College Chancellor’s Office, it is estimated that 74.4% of all incoming students enroll lacking the basic Math or English skills required to complete college level work (CCCCO, 2016).

Moore and Shulock (2010) indicate that within six years of enrolling in a community college, 70% of degree-seeking students had failed to complete a certificate or a degree. The majority of these students had dropped out of the community college system with only 15% of the non-completers continuing to be enrolled. Significant disparities exist by race/ethnicity, as approximately 75% of African American students and 80% of Latino students do not complete a degree or certificate within six years of starting at a community college. A lower percentage of African American (28%) and Latino (35%) students also achieved the critical milestone of completing 30 credits. Among students who achieve the 30-credit milestone, Latino students have the lowest academic completion rate of any group, as only 47% complete a degree, certificate, or transfer.

Academic Probation among Community College Students

Part of the reason such a small percentage of students who begin at community college successfully complete a credential or transfer to a four-year institution is due to the fact that they enroll without the training or skillset to complete college-level courses. Most students in community colleges enroll in developmental education courses designed to remediate and prepare students to complete college-level work (US Department of Education, 2012). Increasingly, students in community colleges find themselves on academic probation, which

threatens their ability to remain continuously enrolled and to make adequate progress toward their educational goals (US Department of Education, 2012).

Serving as the largest system of higher education in the United States and allowing for open access and enrollment regardless of academic preparedness, the California Community College system has a unique challenge of circumstances. The number of students requiring remediation within this system is extensive. Many students struggle with remedial coursework in Mathematics, English, or both subject areas. Dependent upon the program, remediation is designed to improve academic deficiencies among America's underprepared college students through specified course offerings, use of academic support services, tutorial support, counseling, and study skill seminars (Attewell, Lavin, Domina, & Levey, 2006).

A study conducted by Tovar and Simon (2006) found that up to 35% of first-time, first-year students were placed on academic probation after their first semester at a large urban community college. Tovar and Simon (2006) developed and implemented a probationary student re-orientation program to both assist these students and understand how their background characteristics and perceptions of the college environment impacted their academic standing. Results suggested that Latino community college students were more likely to experience academic difficulties and were more prone to drop out, and, yet, were found to be more willing to receive institutional support and assistance when compared to other probationary students.

With increased numbers of students on academic probation, community colleges need to identify tools to help these students get back into good standing so they can remain enrolled and continue making progress toward their educational goals. Thousands of California community college students are currently on academic probation due to poor grades or inadequate academic progress and risk dropping out of college or not attaining their college goals (Scrivener, Sommo

& Collado, 2009). Many colleges provide services to help probationary students succeed, but few studies have provided evidence as to whether these services do, in fact, benefit probationary or at-risk students (Scrivener, Sommo & Collado, 2009).

Historical Context of Academic Probation Interventions

Historically, interventions for students on academic probation have included “special counseling” in which students were given counseling support to assist them make “realistic educational and vocational plans.” Changes in penalty grading and probationary status were also recommended (Capper, 1969). Corning Community College in New York attempted the Promoting Academic Student Success (or PASS) program that was aimed at reducing the high percentage of failure rates demonstrated by probationary students (Miller & Sonner, 1996). The program was based upon a support system in which students were placed into groups of about 15 students each and supervised by two leaders. Training was given on time and money management, problem-solving, study skills and goal setting. Another study taught probationary students about the family life cycle, healthy relationships, and how to manage multi-tasked responsibilities (Holland, 2005).

Despite reports of successful outcomes in most all of these studies, research has typically overlooked the possibility of a link between academic probation and metacognitive characteristics. Evaluating the potential relationship among grit, academic self-efficacy, mindset, motivation (GEMM: grit, efficacy, mindset & motivation), and successful academic probation status could offer an opportunity for researchers and practitioners to consider new avenues of examining and assisting students who find themselves in academic difficulty. If a relationship between GEMM factors and academic performance exists, a possible student identification system based upon a pre-semester GEMM assessment could be considered. Tutorial

interventions based upon grit, academic self-efficacy, mindset, and motivation could be utilized accordingly, based upon student perception of tutorial effectiveness, design, and recommendations for future use.

Linking GEMM Characteristics with Academic Probation in Community Colleges

Duckworth & Quinn (2009) describe grit as the ability to demonstrate persistence as well as resilience towards long-term goals. When working with students who are on academic probation, it is invaluable to identify their personal levels of grit as well as to teach them about strategies associated with grit while they are experiencing academic difficulty. Developing or maintaining grit throughout academic probation may decrease the likelihood of dropping out of college based upon a temporary probation status. Focusing on the long-term goal of transfer, degree, or certificate completion may, in fact, help motivate a student to persist and to demonstrate resilience in a time of academic difficulty.

Assessing student levels of academic self-efficacy may also help practitioners to identify more targeted interventions aimed at assisting students who encounter academic difficulty in college. Studies identifying the correlation between academic self-efficacy and student grade point averages are well-documented within the literature (Vuong, Brown-Welty & Tracz, 2010). Higher levels of academic self-efficacy have also been found to be related to increased goal setting behavior, which is a vital for increasing the likelihood of academic achievement of students in academic difficulty (Zimmerman & Bandura, 1994).

Evaluating the type of mindset a student possesses may also prove to be beneficial. If a student has a growth mindset, or believes that his/her intelligence can be changed based upon dedication and effort, the student may be more likely to have an internal locus of control and accept responsibility for his/her own failures (Ciccharelli & White, 2015). A student with a fixed

mindset believes that failure is due to a deficit in ability and intelligence can't be changed. As a result, students tend to be more likely to demonstrate an external locus of control and blame others for his/her academic difficulties. Identifying which type of mindset a student has while on academic probation may determine his/her personal attitudes toward his/her ability to successfully remove academic probation status.

In addition to grit, academic self-efficacy, and mindset, determining if levels of motivation are predictive of returning to good standing is a valuable factor when trying to understand the cognitive framework of an at-risk student. When examining motivation and persistence amongst incoming college students, research has found that students who demonstrated higher levels of intrinsic motivation were more likely to persist throughout the term whereas students with lower levels of motivation were more likely to drop out (Vallerand & Bissonnette, 1992). As a result, assessing levels of motivation amongst students who are experiencing academic difficulty may help predict which students are most likely to persist throughout the subsequent semester.

Assessing for personal characteristics of GEMM, creating an intervention program based upon GEMM concepts, evaluating self-reported factors that students feel contributed to their academic probation status, as well as attempting to create a support system and mentoring network based upon those needs would be a unique and beneficial approach to increasing the likelihood of student success. Establishing a support system based upon the psychosocial and reported needs of an at-risk population allows for the whole student to be treated rather than intervening with a compartmentalized approach.

Research Design

Utilizing an integrated approach by combining four psychological concepts that are proven to impact academic achievement and student success, this study examines the extent to which grit, academic self-efficacy, mindset, and motivation correlate with whether community college students successfully remove themselves from academic probation over the course of a semester. Given students' growing presence in community colleges – particularly in California – and their higher rates of academic probation and dismissal, researchers, faculty, and administrators need more information about how to better work with students who come to community colleges. This research project implemented and evaluated four tutorial based interventions on grit, academic self-efficacy, mindset, and motivation; these modules collectively aimed to increase the likelihood that at-risk students will return to good academic standing within one semester.

The following research questions guided my study:

1. Controlling for background and demographic characteristics, do measures of students' grit, academic self-efficacy, mindset, and motivation correlate with successful removal from academic probation?
2. Controlling for background and demographic characteristics, are students who participate in tutorial interventions focused on grit, academic self-efficacy, mindset and motivation more likely to successfully remove themselves from academic probation than their peers who do not participate?

3. How do students on academic probation who participate in the enhanced tutorial interventions perceive the supplemental tutorials on grit, academic self-efficacy, mindset, and motivation with regard to overall effectiveness and applicability?
 - a. What strategies/tutorial intervention activities do students feel were beneficial to their academic success?
 - b. What factors do students feel contributed to their academic difficulties?

I utilized a mixed method approach by utilizing both quantitative and qualitative data. Due to the need to gain an extensive understanding of the effectiveness of the tutorial interventions, measuring GEMM concepts and developing a comprehensive understanding of the academic probation students' experiences, a mixed-methods design is the most appropriate research strategy (Creemers, Kyriakides, & Sammons, 2010). I analyzed longitudinal survey data that had been merged with administrative data from the university to examine the associations among GEMM characteristics and whether students successfully removed their academic probation status at the end of the spring 2016 semester. I also tested whether tutorial participants had a greater likelihood of coming off academic probation compared to their peers who did not complete the tutorials.

The qualitative phase consisted of individual interviews with the 13 students who completed these tutorials. Students were recruited from the mandatory probationary workshops prior to the Spring 2016 semester to participate in personal student interviews. During the interviews, students reflected on the utility of the academic probation workshop, the effectiveness of the tutorials emphasizing GEMM concepts, and the events that contributed to their academic difficulties.

Site Selection

I conducted the study at Pismo Beach City College, a large urban college in northern Los Angeles. Pismo Beach City College is a fully accredited California Community College (COC Advanced, Automated Manufacturing NSF ATE Project Proposal). According to the California Community College Chancellor's Office, Pismo Beach City College is one of the nation's largest and fastest growing community colleges, serving 20,314 students during the Fall 2015 semester. Demographics based upon ethnicity for the Fall 2015 semester are as follows: 35.79% of the enrolled student population is White, 46.30% Hispanic, 4.4% African American, 5.08% Asian, 3.85% Filipino, and .84% Unknown/Undeclared. Gender statistics for Fall 2015 were 46.41% female, 53.50% male, 0.08% unknown (CCCO, 2015).

A recent review of the demographic data from Pismo Beach City College found that approximately 13% of the full-time student population was identified as being in academic difficulty (IRD at COC, 2014). Academic difficulty is defined as students who were in varying degrees of severity of the probationary status cycle, including probation, subject to dismissal, and dismissal. The data excludes students who were not considered to be of full-time status (i.e., enrolled in less than 12 units). During the fall of 2013, a total of 13,995 students were enrolled full-time.

Participants and Data Collection

All students, regardless of race or ethnicity, who are on academic probation at the time of the study were asked to complete a survey containing GEMM measures. A total of 695 students on first semester academic probation, also known as A1 probation status, were surveyed prior to the beginning of the Spring 2016 semester. The GEMM pre-survey #1 consisted of 24 questions and was given prior to students' participation in an institution-mandated 2.5-hour academic

probation workshop. Upon completion of the workshop, students were given the GEMM Pre-survey #2 which consisted of an additional 15 questions. A total of 211 students were invited to participate in a subset of tutorial interventions focused on GEMM concepts. A total of 13 students completed the tutorials and subsequently agreed to participate in individual face-to-face interviews, which typically lasted 45-60 minutes. At the end of the Spring 2016 semester, 298 students who provided consent during the mandatory workshop received a copy of the GEMM post-survey via their campus email accounts. A total of 27 students completed the GEMM post-survey.

Significance

Prior research has independently shown that grit, academic self-efficacy, mindset, and motivation are all linked to an individual's personal level of persistence (Bandura, 1993; Bandura, 2001; Duckworth, Peterson, Matthews, & Kelly, 2007; Dweck, 2006; Dweck, 2007; Dweck, 2010; & Pintrich, 2003). Assessing for these affective domain traits early within the academic probationary cycle and evaluating the relationship between GEMM levels and the likelihood of academic probation status removal presents an opportunity to rethink how we assess and cultivate student success. In addition to evaluating levels of GEMM, creating intervention tutorials based upon these concepts may offer practitioners and faculty with an additional tool to use in facilitating the success of at-risk community college students.

The next two chapters further examine the underlying concepts guiding this study. Chapter 2 more thoroughly examines the issues of academic probation within community colleges and current intervention strategies aimed at promoting students' academic success. The principles as well as the importance of grit, academic self-efficacy, mindset & motivation will also be discussed. Chapter 3 provides a full accounting of the details pertaining to the design and

execution of the study, and then I present the findings from the study in Chapter 4. Chapter 5 offers a comprehensive discussion regarding implications for community college administrators, staff, and faculty based upon the study's findings, a review of the study's limitations, and suggestions for future research.

CHAPTER 2: Literature Review

The open enrollment practices of the California Community College system allow for a diverse student body with a wide variety of academic proficiencies and intellectual capabilities. This unique circumstance creates a situation in which many community college students are underprepared for college-level coursework and need to enroll in remedial courses. It is estimated that 40% of students enter community colleges underprepared and in need of a least one form of remedial coursework in basic skills such as math or English (Fike & Fike, 2007). Connected to high rates of remediation, roughly 25% of community college students who enroll seeking a degree or certificate will complete their educational goals within six years (Shulock & Moore, 2005; Weiss, Brock & Sommo, 2011). As a result, many community college students fail to make adequate progress toward their educational goals (Laskey & Hetzel, 2014).

This study addresses a critical gap in research on community college students by examining whether measures of grit, academic self-efficacy, mindset, and motivation (GEMM) significantly correlate with students' ability to overcome academic difficulties by removing themselves from academic probation during a single semester. The study also tests the efficacy of tutorials, which aim to strengthen students' GEMM characteristics, in facilitating students' removal of academic probation

This literature review examines trends in developmental education amongst community college students as well as the historical context of academic probation. Intervention programs previously implemented for students on academic probation are reviewed. Intervention program designs as well as overall effectiveness of these programs are discussed. The need to intervene with students on academic probation is evaluated and substantiated. Use of the proposed concepts of tutorial interventions based upon grit, academic self-efficacy, mindset, and

motivation are also discussed. This chapter concludes with an overview of the research and an assessment of the gap in the research that this study aims to address.

The Role of and Demand for Remediation in Community Colleges

Students who are deemed as being “at risk” often demonstrate academic difficulties with deficiencies in specific courses or skill sets. These students typically have low incoming grades and lack familiarity with the overall academic process (Santa Rita & Scantron, 2001). Despite the fact that 88% of the 8th graders surveyed in 1996 by the National Center for Education Statistics stated that they expect to participate in some form of postsecondary education, and approximately 70% of the high school graduates demonstrate persistence with the given goal, that within two years of graduating, many of them enroll in higher education institutions ill-prepared for the academic rigor of a college setting (Venezia & Kirst, 2005). Many of these students subsequently require remediation, particularly related to math and English proficiency.

The open admission policies and affordable tuition prices at community colleges represent an attractive opportunity for diverse sets of students. Because these two-year institutions do not have stringent admissions requirements often found at their four-year public and private counterparts, they often enroll greater numbers of students requiring additional academic assistance. Research has demonstrated that community colleges have the highest remediation rates (Venezia & Kirst, 2005).

According to Bahr (2013), approximately two-thirds of first-time community college students nationwide will require remedial math assistance. The Strong American Schools advocacy group released the report *Diploma to Nowhere*, which offers a conservative estimate that 43% of students at two-year colleges had taken at least one remedial course, substantially higher than the 30% students enrolled in four-year institutions (Schachter, 2008). These

estimates remain unchanged from statistics reported by the National Center for Education Statistics two decades ago: in 1995 41% of students at two-year public institutions had taken at least one remedial course compared to 22% of students attending four-year public institutions in 1995.

The need for remediation appears to have a greater impact on community colleges as well as institutions with a higher proportion of underrepresented populations (NCES, 2003). Bahr (2007) cautions that despite the fact that remediation is intended to reduce disparities between advantaged and disadvantaged groups, it is in fact creating what he refers to as the “Matthew Effect.” In this given circumstance, students who have the least need for remediation are most likely to successfully remediate whereas those who have the greatest need for remediation are least likely to remediate successfully. This is especially concerning given that community colleges enroll approximately 34% of undergraduate students in the United States and a disproportionate share of community college students are from disadvantaged or underrepresented backgrounds (Butcher & Visher, 2013). Community colleges that enroll higher numbers of at-risk students face a unique challenge, as they are bound by accreditation standards to provide an equitable and challenging academic environment yet also must strive to provide a support system for at-risk students to achieve success. With the demand for remediation at community colleges remaining high and success measures staying stagnant, researchers and practitioners have increasingly considered various interventions targeting at-risk students.

Academic Probation Interventions

A Historical Perspective

Intervention programs begin to appear in the literature during the mid to late 1990s as well as throughout the early 2000s. Several community colleges began offering a variety of

intervention programs and workshops for at-risk students in attempts to increase academic success as well as retention rates. Bronx Community College implemented a program in attempts to promote student persistence and retention as their two main goals (Santa Rita & Scantron, 2001). Supplementary classroom hours were implemented for courses that were identified as being the “*most often dropped*” and low pass rate courses. Attendance was also tracked for cohorts of first-time college students entering Bronx Community College (BCC) and support services were offered if a student’s academic performance was to result in academic probation and/or academic suspension.

The combined strategies of persistence through goal completion and term-to-term retention were implemented at BCC with the primary goal increasing student success and retention. An at-risk student profile was identified as a student who was expected to demonstrate low academic performance resulting from a combination of any of the following factors: being deficient in specific skills, low incoming grades, poor academic history, poor reading and writing skills, poor note-taking skills, poor time management skills, poor problem solving skills, poor or negative self-concept combined with an expectation of failure, unrealistic self-appraisal, general lack of familiarity of academic requirements, being a first generation student, and an absence of peer group and role models (Santa Rita & Scantron, 2001). Identifying students who demonstrated a profile deemed to be at risk and implementing interventions for them represents a proactive approach, as BCC appeared to try to intervene with at-risk students before they found themselves on academic probation.

Intervention programs that are aimed at enhancing retention and increasing the likelihood of student success typically include some form of student services such as counseling, mentoring, advising, or orientation programs (NRC, 2011). Interventions typically include

targeted advising and counseling, study skills courses, money management and goal setting courses, and interpersonal problem-solving training (Trombley, 2000; Wlazelek & Coulter, 1999). Additionally, programs with comprehensive freshman orientations (Murtaugh, Burns, & Schuster, 1999; Pascarella, Terenzini, & Wolfe, 1986), first-year seminars and freshman-year experience programs (Fidler, 1991; Hyers & Joslin, 1998; Lipsky & Ender, 1990; Micceri & Wajeeh, 1999), and academic- and counseling-based workshops (Brooks-Harris & Stock-Ward, 1999; Kriner & Shriberg, 1992) have been developed and implemented. These types of interventions have been found to offer minimal to moderate support resulting in a positive impact on academic success for both probationary and non-probationary students (Molina & Abelman, 2000).

Retention strategy proposals include cluster-scheduled programs that were co-led by developmental faculty and counselor teams, early-alert systems, study groups, career and personal counseling, tutoring and other support services were also recommended (Tinto, 1999). Research has also suggested that campuses integrate course recommendations and course sequencing as a way to facilitate the progress of students who might be at risk (Tinto, 1999). Academic support services have proven to be a critical caveat for the academic success of students who are underprepared for collegiate level work (Tinto, 1999). A vital component of support services is student access to tutoring services (Laskey & Hetzel, 2011). Tutoring services, when utilized on a regular basis, play a crucial role in the academic success, course completion, and graduation rates of at-risk students (Hodges, 2001).

Challenges to reaching and sustaining community college students' participation.

Sustained involvement and participation in support services can prove challenging due to the community college culture. In comparison to students enrolled at four-year colleges and

universities, community college students demonstrate lower rates of educational attainment and persist at lower rates (Kahn, Nauta, Gailbreath, Tipps, & Chartrand, 2002; Pascarella & Terenzini, 1991). Community college students are also more likely to attend college on a part-time basis (Cohen & Brawer, 2002; Tovar & Simon, 2007) and are more likely to work more hours on a weekly basis (Cohen & Brawer, 2002). Cohen & Brawer (2002) also state that community college students have greater family responsibilities and external stressors such as financial strain, childcare demands (Sandler, 2000), and family issues (Hagedorn, Maxwell & Hampton, 2001; Kerka, 1995; Simon & Tovar, 2004) compared to their counterparts attending four-year colleges and universities. Community college students are also more likely to commute and utilize public transportation while enrolled at urban colleges (Gonzalez, 2000), which tends to limit their time to participate in on-campus activities.

Chaffey College: Opening Doors for Probationary Students

A number of the elements of interventions described in the previous section highlight proactive efforts implemented by institutions to address academic and social needs among at-risk students, and many of these elements are implemented prior to students finding themselves on academic probation. Other programs, however, are explicitly designed to be reactive by providing services to students who find themselves in academic difficulty. With tens of thousands of students on academic probation throughout the state of California, it is vital to assess which components of probationary intervention programs and services are effective in promoting student success (Scrivener, Sommo, & Collado, 2009).

One of the largest studies on academic probation intervention programs to date was conducted by MDRC which is a group of scholars who are part of The Network on Transitions to Adulthood that specializes in expertise surrounding the relationship between education and

health at Princeton University. MDRC was originally founded as the “Manpower Demonstration Research Corporation” and became known as MDRC in 2003. Six community colleges around the country integrated innovative programs that were designed to increase achievement and persistence for academic probationary students in the “Opening Doors” program (Weiss, Brock & Sommo, Rudd, & Turner, 2011).

Chaffey College, a large urban community college in Southern California, integrated two versions of the intervention program that aimed to improve academic success amongst their probationary student population. During the fall of 2005 semester, 898 out of the approximate 3,500 probationary students were randomly assigned to the original “Opening Doors” program. In 2006, 444 students were assigned to participate in the study on the “Enhanced Opening Doors” program.

The “Opening Doors” program model consisted of three main components, all of which were voluntary: A College Success Course (basic information on study skills and requirements of the college), Success Center participation, and extra counseling. By contrast, students who participated in the two-semester program during the fall of 2006 and the spring of 2007, known as the “Enhanced Opening Doors” program, were told that the coursework was required. Both programs focused on having students visit Chaffey College’s “Success Centers” where students would participate in supplementary individualized or group instruction in mathematics, reading, and writing.

Weiss, Brock and Sommo (2011) did not find a significant increase in academic achievement among probationary students participating in the voluntary “Opening Doors” program. By contrast, the authors conclude that students on academic probation who participated in the “Enhanced Opening Doors” program completed more credits, earned higher

grades, and had greater success in removing themselves from academic probation. Thus, this limited evidence suggests that compulsory interventions may achieve greater success in assisting students in removing themselves from academic probation.

Supporting the Need to Intervene

Despite the fact that many colleges provide developmental education courses, primarily in reading, math and writing, very few community colleges have dedicated intervention programs for students in academic difficulty. Identifying students who struggle academically, either prior to or at the onset of probationary status, may in fact increase the likelihood of increasing successfully completion rates. Schlossberg (1981; 1995) argues that efforts to reach adult learners in transition, such as community college students, must include psychosocial considerations.

Adults undergoing transition can experience growth or deterioration based upon their ability to develop new social networks, how well they adapt to their new environment or reality, their perceptions of the transition, and personal characteristics, including their level of psychosocial development, value orientation, and previous experience with similar transitions (Schlossberg, 1981).

Students entering community colleges encounter a number of stressors, including adapting to a new physical space, adjusting to professors' expectations of them, and establishing a new social network. Thus, interventions designed to facilitate the academic progress of community college students need to address not only the academic difficulties that many students may face but also their psychological and social struggles encountered during their transition.

Some intervention programs have been found to have notable success in increasing a probationary students' semester GPA by approximately 0.20 points (Wlazelek & Coulter, 1999) to .50 points (Austin, Cherney, Crowner, & Hill, 1997) on a four-point scale; however, the results of most intervention programs suggest more modest gains, and many initiatives simply teach students the basics of time management, study skills, and note-taking strategies (Miller & Sonner, 1996; Dixon, 2002). Intervention results overall appear to be favorable, as Coleman and Freedman (1996) report that 61% of the academic probation students who participated in intrusive interventions successfully removed their academic probation status. Similarly, both Abelman and Molina (2001) and Kirk-Kuwaye and Nishida (2001) find that the more intrusive an intervention is with regard to commitment, the more likely a student is to demonstrate gains in GPA transition away from academic probation.

Several researchers have suggested explanations for problematic academic performance, and many of these studies collected data from self-report inventories (Mellor et al., 2015; McGrath & Burd, 2012; Demetriou, Spanoudis & Mouyi, 2011). Research findings traits or conditions that are related to academic failure are consistent throughout the literature, dating back over four decades. Pitcher and Blaushild (1970) suggested 10 reasons for academic struggles:

- Lack of potential
- Inadequate conception of the work involved to succeed
- Importance of other activities over school
- Interference from Psychological Problems
- Failure to assume responsibility for own learning
- Poor language functions (reading, writing, speaking)
- Lack of understanding of standards of high quality performance
- Selection of inappropriate major
- Vagueness of long-term goals
- Selection of wrong college

These explanations of problematic academic performance shaped the literature with regard to the types of interventions or solutions that have been created for students in academic difficulty.

Olson (1990) suggested that the primary influential factors with regard to poor academic performance were related to interference from student jobs, lack of time management, and poor goal-setting skills. Employment while enrolled in college has also been substantiated in the literature as a contributing factor to academic difficulty (Damashek, 2003). A key shortcoming of such a framing places the responsibility for academic difficulties entirely on the student rather than considering the systems that failed to adequately prepare the student for the next step in his or her educational journey. Likewise, such a framing seemingly ignores the responsibility that higher education institutions, and in particular community colleges, have to educate the students they enroll.

Designing and implementing interventions for academically at-risk students begins to address the institutional role in overcoming individual academic challenges. Such interventions have focused primarily on developing skill sets around time management, study skills, and resource location (Kirk-Kuwaye & Nishida, 2001; Balduf, 2009; Boretz, 2012). Despite noted performance gains from traditional interventions, addressing concepts surrounding metacognitive functioning may prove to be an applicable approach that offers a novel and comprehensive strategy for addressing the long-term academic needs of at-risk student populations. Schlossberg (1981; 1995) emphasizes the need to consider psychosocial components when trying to help adults in transition; however, none of the probationary intervention programs to date have focused upon teaching students, particularly those who are experiencing academic difficulty, psychological concepts that may prove beneficial to their overall academic success.

Examining Probationary Students' Motivation, Coping, and Receptivity to Support Services: Looking for Differences According to Ethnicity

Using Schlossberg's transition theory as a theoretical framework, Tovar and Simon (2006) assessed how students differed according to their reported levels of academic motivation, general coping, and receptivity to support services based upon ethnicity. Tovar and Simon (2006) found that up to 35% of first-time freshmen at a large-urban, public community college in Southern California were placed on academic probation. A disproportionate number of Latinos were included within the probationary population. The research conducted by Tovar and Simon (2006) found that Latino students who were on academic probation were significantly more likely to drop out of college than were non-Latino students; however, they were also more willing to receive institutional assistance as compared to the other students.

Simon, Tovar, and Edson (2003) developed a "re-orientation" program and invited 1,113 students who were currently on academic probation (GPA of less than a 2.0) or on progress probation (completing less than 50% of attempted coursework) to participate. A total of 325 students (29%) attended and completed the reorientation program. Findings indicated that the majority of the sample identified external sources, such as poor instruction, family obligations, and work responsibilities, as contributing to their poor academic performance.

Findings brought forth from the research by Tovar and Simon (2006) suggest community college students on academic probation may have some reluctance or hesitation toward receiving institutional assistance, as less than one-third took advantage of the reorientation program. Their findings also demonstrate greater rates of success with respect to coming off academic probation among students who embrace this additional support. Tovar and Simon (2006) affirm that community colleges need to provide a supportive environment for both academic and student

support services for at-risk populations. The use of Schlossberg's transition theory in which the focus is on addressing the "transitional needs" of students instead of focusing only on providing directive "information," such as study skills or time management skills, proved to be the most beneficial (Tovar & Simon, 2006).

Developing Metacognitive Skillsets as an Alternative to Directive Measures

Combining a strategized blend of psychological principles that are known to influence academic persistence and success individually may collectively allow for a unique and promising intervention strategy for at-risk students. The concepts of Duckworth's Grit (2009), Bandura's self-efficacy (1989), and Dweck's growth versus fixed mindset (2007) and motivation may have shown promise for improving outcomes among at-risk students. The following sections examine each of these concepts in more depth.

Duckworth's Concept of Grit

Grit refers to "the perseverance and passion for long-term goals. Grit entails working strenuously towards challenges, maintain effort and interest over the years despite failure, adversity, and plateaus in progress" (Duckworth, Peterson, Matthews & Kelly 2007, p. 1087). Grit is often used interchangeably with resilience or perseverance, yet the definition of resilience or resiliency is often unclear and diversified. According to Martin Seligman, advisor and colleague of Angela Duckworth, resilience is optimism, or appraising situations without distorting them; thinking about changes that are possible (Perkins-Gough, 2013, p.14). Others have referred to resilience as meaning the ability to "bounce back from adversity, cognitive or otherwise." Others refer to resilient as referring specifically to youth who come from at-risk environments and flourish regardless of their personal circumstance (Perkins-Gough, 2013).

Overall, the ability to demonstrate resilience portrays an individual who is able to demonstrate a positive response to adversity or failure.

Duckworth et al. (2007) describe grit or to be gritty as an individual's ability to be resilient when facing adversity or failure. In addition to being able to demonstrate resiliency, a truly gritty individual will have long-standing commitments that they remain loyal to for many years. According to Duckworth, "Grit predicts success over and beyond talent" (Perkins-Gough, 2013, p. 16). In a now famous study conducted by Duckworth at West Point Military Academy, a cadet's score on the grit inventory was a better predictor than was the Whole Candidate Score as to which West Point Cadets were likely to persist to completion of the training academy (Perkins-Gough, 2013). Candidates who had scored higher on grit were less likely to drop out of the academy than were cadets with lower levels of grittiness. Grit has also been shown to be a better predictor of high school graduation and grade point average than a student's Intelligence Quotient (IQ) (Duckworth, 2013).

According to Tough (2012), many educators have begun to believe that educational improvements aimed at increasing the likelihood of academic success, such as advancements in instruction, curriculum, and school environments, are not comprehensive enough to raise the achievement all students. Tough (2012) argues that the quality of grit is an important factor in academic success, and he recommends teaching students how to achieve goals while anticipating obstacles as well as explicitly teaching growth-mindsets. Diamond and Lee (2011) recommend teaching self-regulation skillsets through indirect means in which a student develops a goal or participates in an activity that they are passionate about as well as interested in. According to Diamond & Lee (2011), by developing a sense of pride, students are believed to develop a sense of belonging and social acceptance. All of these factors are crucial to the development and

sustainability of grit. The ability to overcome obstacles and persist towards long-term goals is especially applicable to the at-risk population. Students who are on academic probation are essentially facing what is perceived as academic failure, in the midst of attempting to pursue their long-term academic goals. Failure to possess grit during these stressful circumstances could increase the likelihood of a student internalizing the perception of failure and dropping out of college.

Dweck's Growth Versus Fixed Mindset

Duckworth's theory of grit is often compared to the growth versus fixed -mindset theories that were developed by Dweck (2007). Duckworth and Dweck have collaborated to create an intervention that be focused on making students aware of the value of "deliberate practice" in which students review effortful practices with the intention of improving academic skill sets (Perkins-Gough, 2011). Dweck's (2007) work on mindsets has long been associated with a student's ability to achieve what they believe about themselves. If an individual possesses a fixed mindset, they are said to believe that an individual's intelligence or level of talent are finite (Dweck, 2007). To the contrary, if students have a growth mindset, they view their personal level of intelligence and talent as something that can be developed through dedication and effort.

Several studies have identified a link between an individual's mindset and behavior and motivation (Erdley & Dweck, 1993; Henderson & Dweck, 1990; Hong & Dweck, 1992). College students who were found to demonstrate a fixed mindset, indicating that they did not feel that their intelligence could be changed with dedication and effort, felt that failure was a result of deficits in ability. Students who identified as having a growth mindset responded to failure with increased effort and dedication (Hong & Dweck, 1992). This study is a vital component of

assessing how the mindset identified by an at-risk student may in fact impact the level of effort they put forth towards academic probationary status removal.

In an intervention-based study, Bergen (1991) assigned readings to college students that either promoted a fixed or growth mindset. The students who were given a literary piece on fixed mindset were found to demonstrate lack of effort and adopt a helpless response to failure than were the students who were assigned an article on growth mindset. Reading materials on mindset have also been used in other studies in attempts to demonstrate that mindset can be malleable dependent upon exposure (Dweck et al., 1995). Materials on mindset as well as grit have also been used in a similar intervention format within remedial mathematics courses with promising results (COC, 2014). Use of mindset interventions as a learning strategy may in fact suggest that a student's mindset can be changed which in turn could modify their goal-directed behavior and academic success or attainment.

Recent research by Claro, Paunesku, & Dweck, (2016) has shown that having a growth mindset reliably predicts academic achievement across a national sample of students. Claro et al., (2016) examined a national sample of students in Chile assessing their mindset, academic achievement, and socioeconomic strata. Findings indicated that students from lower-income families were less likely to have a growth mindset than were students from higher SES. Students who were determined to be of low SES, yet had a growth mindset, were found to have a buffering affect against the negative impact of poverty on academic achievement. As a result, developing a growth mindset may serve as a protective mechanism for students that would typically experience a higher likelihood of academic difficulty due to economic disadvantage.

The findings from this particular study validate the need to teach students about the benefits of having a growth mindset. The research also demonstrates an avenue to promote

equality through the opportunity of learning about mindsets. A strong relationship between students' mindsets about intelligence and their academic performance was determined, as was the finding that students with a growth mindset outperformed those with a fixed mindset at every socioeconomic level.

This study is of particular significance to the community college academic probation status population. As previously noted, community college students come from diversified backgrounds, and many are from disadvantaged homes or are first time college students. Promoting equality by using mindset methods to enhance academic achievement may in fact prove beneficial to the academic probation population.

Bandura's Concept of Academic Self-Efficacy

Bandura (2001) describes self-efficacy as a motivational orientation that stimulates grit when faced with difficulties, enhances deliberate actions, encourages long-term view, and fosters self-regulation. Furthermore, Farrington, Roderick, Allensworth, Nagoaka, Johnson, Keyes, & Beechum (2012) concluded that a student's mindset and ability to demonstrate perseverance is directly associated with the grades they earn. Evidence continues to emerge to support the theory that academic performance and overall student success is highly influenced by developmental factors such as the concepts brought forth by Duckworth (2013) and Dweck (2007).

Bandura (1993) also claims that self-efficacy can impact college outcomes by impacting students' motivation and persistence. Bandura (1993) defines self-efficacy as having the confidence in one's ability to succeed at tasks or achieve goals. Several studies have identified self-efficacy as a predictive factor with regard to academic success (; Edman & Brazil, 2008; Pajares & Miller, 1994; Schunk, Hanson & Cox, 1987; Shunk, 1981; Zajacova, Lynch, &

Espenshade, 2005). In a study of 107 nontraditional, largely immigrant and minority college freshmen, Zajacova et al. (2005) found that self-efficacy was the single strongest predictor of GPA even when comparing against high school academic performance and demographic background variables, and these findings are supported by other research (e.g., Edman & Brazil, 2008; Vuong, Brown-Welty, & Tracz, 2010).

A relationship has also been found between levels of academic self-efficacy and tendencies towards academic dishonesty, test anxiety levels, and academic locus of control (Yesilyurt, 2014). Test anxiety has been found to negatively impact academic performance among college students (Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi, & McCann 2005; Mulkey & O'Neil, 1999). Hassanzadeh, Ebrahimi, and Mahdinejad (2012) found that test anxiety inhibits a student's ability to focus on academics which in turn negatively impacts their academic performance. As a result, students who do not perceive themselves as being competent lose motivation to complete tasks that they believe to be difficult (Barrows, Dunn, & Lloyd, 2013).

Higher academic self-efficacy is also a key predictor of motivation levels within several frameworks including achievement goals and various motivation theories including, but not limited to, intrinsic motivation, adaptive motivation, and motivation to transfer knowledge (Putwain et al., 2013). In addition to influencing motivation, academic self-efficacy also demonstrates a predictive relationship with future academic performance when academic self-efficacy is operationalized as study skills and behaviors in addition to subject mastery (Putwain et al., 2013). As a result, developing an increased sense of academic self-efficacy with the academic probation population may increase the student's goal-setting behavior, decrease test

anxiety, lower academic dishonesty, and increase their own perceived level of academic competency necessary to achieve their educational goals.

The Role of Student Motivation

In addition to academic self-efficacy serving as a motivational belief pathway, what motivates students is also an important measure. Dweck (2007) claims that the most motivated and resilient students are those who believe that their abilities can be developed through their own personal effort and learning. Motivation is often attributed to intrinsic or extrinsic factors and is seen as an activation or onset of some type of goal directed behavior (Trevino & DeFreitas, 2014). Assessing student motivation and creating interventions for probationary students surrounding the topic of motivation is a crucial component of supporting a population of students who are at-risk for failure of completion. Engle and Tinto (2008) acknowledged that multi-level barriers exist for first-generation, low-income students and that many of these obstacles will impair their ability to attain their academic goals.

According to Hidi and Harachkiewicz (2000), disadvantaged students may have a lack of academic motivation which, in turn, can result in substandard academic performance and a higher likelihood of dropping out of college. Daniels and Araposathathis (2005) claim that intrinsic motivation as well as the obstacles individuals will face vary greatly amongst college students. Despite these circumstances, Daniels and Araposathathis (2005) assert that a relationship exists between intrinsic motivation and successful academic achievement. Prospero and Vohra-Gupta (2007) emphasize that first-generation students who attend colleges and universities that recognize the need for and promote systematic changes will be likely to develop an intrinsic motivation for achieving college degrees which may in fact increase the likelihood of retention rates and academic attainment.

When academic motivation is based upon achievement, it is often comprised of three distinct stages that happened within the context of an academic task: initiation of the behavior, direction of the behavior (either completing or failing to complete the task); and persistence at the task (Pintrich, 2003). When examining motivation and persistence amongst incoming college students, research conducted by Vallerand and Bissonnette (1992) found that students who demonstrated higher levels of intrinsic motivation at the beginning of the term were more likely to persist within in a required college course. By contrast, the students who dropped out of the required course reported lower levels of motivation.

Based upon the promising research regarding the individual frameworks of Grit, Efficacy, Mindset, and Motivation (GEMM), it may prove beneficial to combine these concepts into an integrated tutorial intervention program for at-risk community college students who are on academic probation. A review of the literature suggests that these concepts in their entirety have not been utilized as learning opportunities or intervention plans to assist students who demonstrate academic difficulty identified by probationary status placement.

Educational Practices Moving Forward

Creating opportunities for academically at-risk students to succeed academically will promote entrance to educational attainment through access and social equity. Emerging evidence suggests that reframing notions of educational success, while also designing and implementing interventions aimed at addressing and enhancing college students' metacognitive skillsets, offers a promising opportunity to facilitate the success of students encountering academic difficulties. Traditional intervention and support practices for academic probation students have suffered from being intermittent, emphasizing basic academic skills (rather than psychosocial elements), and growing stagnate in today's educational climate. Students deserve an educational

environment that is dedicated to creating a support system that is based upon current and proven principles, allowing them to learn strategies to help ensure future success.

Despite an abundant amount of literature on the relationship between grit, efficacy, mindset, and motivation, traditional interventions currently being implemented in community colleges targeted to academically at-risk students ignore the potential role that metacognitive skillsets might play in enhancing academic success. This study addresses this gap by integrating both academic and psychosocial elements into a comprehensive intervention program for community college students on academic probation. This approach follows recommendations of Schlossberg (1981) who notes that interventions for adults in transition need a heavy focus on psychosocial attributes.

CHAPTER 3: DESIGN AND METHODS

The open access mission of community colleges in the United States results in the enrollment of a diverse population of students with disparate educational goals and levels of academic preparation. The previous chapter highlight the promise of several proactive and reactive interventions aimed at developing study skills, enhancing academic performance, and helping students remove themselves from academic probation. What seems to be missing from the literature is an integration of academic and psychosocial/affective domain components within the current interventions aimed at improving outcomes for at risk community college students as well as type of social support system based upon mentoring.

The intention of this study was to address the psychosocial/affective domain gap by assessing student levels of grit, academic self-efficacy, mindset, and motivation (GEMM) in attempt to see if a relationship existed between any of these domains and the successful removal of academic probation status. An integrated and comprehensive set of four tutorial interventions based upon these GEMM concepts were developed, implemented, and evaluated by a sample of the original academic probation student pool. The purpose of integrating tutorial interventions based upon these psychosocial/affective domain attributes was to evaluate whether students who completed the online intervention tutorials were more likely to successfully remove their academic probation status than the students who did not complete the tutorial interventions, as well as to evaluate student perception of the four tutorial interventions on grit, academic self-efficacy, growth mindset, and motivation.

In order to assess factors that may have contributed to the increased likelihood of academic probationary status placement or removal for community college students, as well as

their perceptions of tutorial interventions based upon grit, academic self-efficacy, growth mindset, and motivation (GEMM), this study addresses the following research questions:

1. Controlling for background and demographic characteristics, do measures of students' grit, academic self-efficacy, mindset and motivation correlate with successful removal from academic probation?
2. Controlling for background and demographic characteristics, are students who participate in tutorial interventions focused on grit, academic self-efficacy, mindset, and motivation more likely to successfully remove themselves from academic probation than their peers who do not participate?
3. How do students on academic probation who participate in the enhanced tutorial interventions perceive the workshop and supplemental tutorial interventions with regard to overall effectiveness and applicability?
 - a. What strategies/tutorial interventions do students feel were beneficial to their academic success?
 - b. What external factors do students feel contributed to their academic difficulties?

The chapter begins with an overview of the research design. A description of the research site and eligible participants follows. I then explain the process I followed to collect the various data elements contributing to the quantitative and qualitative phases of the study. The chapter concludes with an overview of the analytic techniques applied to the data and a discussion of bias, validity, and reliability

Overview of Research Design

Due to the need to gain a comprehensive understanding of the academic probation student's experience, a mixed-methods design was determined to be the most appropriate

research strategy when attempting to answer the research questions guiding this study (Creemers, Kyriakides, & Sammons, 2010). Students who were placed on first-semester academic probation (also known as an A1 academic probation status) at the end of the Fall 2015 semester were required to attend a mandatory workshop prior to enrolling in the Spring 2016 semester.

All of the A1 academic probation placement students who participated in one of the mandatory workshops were asked to complete two pre-surveys (pre-survey #1 and #2) with a total of 39 questions that examined domains of grit, academic self-efficacy, growth mindset, and motivation (GEMM). Students were then invited to participate in a series of four optional online tutorial interventions that focused on GEMM concepts. All A1 academic probation status students were also asked to complete a follow-up survey at the end of the semester, whether they participated in the tutorial interventions or not. This post-survey was identical to a combination of pre-survey 1 & 2 that was given in the mandatory A1 Academic Probation workshop. The end of the semester post-survey was created within Survey Monkey and was emailed to all of the students who provided proper consent, via their student campus email.

The A1 academic probation students who participated in the online tutorial interventions comprised the treatment group whereas the students who did not participate in the online tutorial interventions represented the control group. The pre- and post-survey data were merged with institutional data to examine whether there was a significant difference between the students who participated in the online tutorial interventions and those who did not with regard to successful academic probation status removal. GEMM survey responses were also evaluated to determine if any of these four domains correlated with the successful removal from A1 academic probation status. Variations in responses or level of student change from the pre-survey to the post-survey were also evaluated between the two groups.

The qualitative phase of the study involved personal interviews with students who participated in the tutorial interventions. Out of the 211 students who indicated they were interested in participating in the online tutorial interventions, 14.6% (31) of the students committed to completing the tutorial interventions. Out of these 31 students, 42% (13) of the students completed all four of the tutorial interventions. Out of the students who completed the online tutorial interventions, 100% (13) of them participated in the personal interview. Out of the original sample of 211 students who indicated they wanted to participate in the online GEMM tutorial interventions, only 6% (13) of the students completed the tutorial interventions. The low participation and completion rates persisted despite numerous attempts to communicate with each student individually via Blackboard announcements, student email, and texting/phone calls.

The interviews were designed to gain a better understanding of student perception of the GEMM online tutorial interventions with regard to effectiveness, design, and content. Participants were asked to evaluate all aspects of the tutorials and make suggestions for future revisions. The interviews also focused upon personal internal and external factors that participants felt contributed to their placement on academic probation. Advisory suggestions were made for students, staff, faculty, and administrators based upon the findings of this study.

The overall goal of this study was to examine factors related to the successful removal of academic probationary status as well as to create and deliver four online tutorial interventions with the intent of increasing the likelihood that A1 academic probation students would be able to successfully remove their academic probationary status within one semester. As a result, returning to good standing would increase the likelihood of successful degree, transfer, or certificate completion. In addition to increasing the likelihood of degree completion, transfer, or

certificate completion, students would increase their likelihood of future increased economic earnings.

The Research Site

I conducted the study at Pismo Beach City College, a large urban college in northern Los Angeles. Pismo Beach City College is a fully accredited California Community College and Hispanic Serving Institution (COC Advanced, Automated Manufacturing NSF ATE Project Proposal). According to the California Community College Chancellor's Office, Pismo Beach City College is one of the nation's largest and fastest growing community colleges serving more than 20,000 students each semester. Pismo Beach City College is a large community college district that is comprised of two campuses.

The college offers Associate of Arts degrees as well as Associate of Science Degrees and Certificate programs. The college offers 76 certificates and 73 AA/AS degree programs in a variety of vocational, technical, and academic disciplines (COC Advanced, Automated Manufacturing, NSF ATE Project Proposal). Pismo Beach City College served 20,314 students during the Fall 2015 semester. Demographics based upon ethnicity for the Fall 2015 semester are as follows: 35.79% of the enrolled student population is White, 46.30% Hispanic, 4.4% African American, 5.08% Asian, 3.85% Filipino, and .84% Unknown/Undeclared. Gender statistics for Fall 2015 were 46.41% female, 53.50% male, 0.08% unknown (CCCCO, 2015).

Roughly one in eight full-time students (13%) at Pismo Beach City College have been identified as being in academic difficulty (IRD at COC, 2014). Academic difficulty was defined as students who were in varying degrees of severity of the probationary status cycle. This included probation, subject to dismissal, and dismissal. The data excluded students who were not considered to be of full-time status (less than 12 units). During the fall of 2013, a total of 13,995

students were examined with 1,779 identified as being in academic difficulty. Probation status accounted for 1,294 students, an additional 226 were subject to dismissal and 259 were in dismissal status (IRD at COC, 2014).

The Pismo Beach City College (PBCC) student population was further assessed using demographic data from the fall of 2013. The fall of 2013 data demonstrated that 44.7% of those identified in academic difficulty were female and 55.1% were male. Larger between-group gaps emerged when the data were disaggregated by age and ethnicity. An overwhelming 81.8% of the student population that was identified as being in academic difficulty was under the age of 24. Examining the data by race and ethnicity showed that more than half (53.6%) of the student population in academic difficulty were of Latino descent. Thus, Latinos were overrepresented among students on academic probation relative to their representation among the overall enrollment at the institution. By contrast, White students accounted for just over one-quarter (28.6%) of students on academic probation compared to their 39% representation among the full-time student population.

All students who were placed on academic probation at the end of the Fall 2015 semester, regardless of age, gender or ethnicity, had the opportunity to participate in this research study throughout the Spring 2016 semester. Students' responses to measures of GEMM on both the pre-survey (1 & 2) and post-survey were examined according to demographics to determine if any trends exist within the four domains based upon grit, academic self-efficacy, mindset and motivation (GEMM).

Pismo Beach City College offered a strong foundation of support for this research study. Upon notification of the aspiration to conduct this study, as well as the overall intent of this study, the Institutional Research Department (IRD), Matriculation and the Academic Counseling

Department offered their support and services to guide and fund this dissertation project in its entirety. The research study was designed to be inclusive of all students who were placed on A1 academic probation status, regardless of demographic, at the end of the Fall 2015 semester.

Research Participants

A total of 830 students were placed on A1 academic probation at the end of Fall 2015 semester and were required to complete an institutionally sponsored workshop prior the Spring 2016 semester. Failure to attend this mandated workshop would have prohibited the student who was placed on A1 academic probation from registering for the Spring 2016 semester. A total of 706 students registered for one of the 32 mandatory academic probation workshops offered prior to the Spring 2016 semester. Out of the 706 students who registered, 695 students attended a workshop. Table 3.1 provides demographic data across three subsets of students: all students on academic probation, all probationary students who submitted the pre-survey and correctly completed the consent form, and probationary students who successfully removed their probationary status by the end of the spring 2016 semester.

Table 3.1 A1 Probation Status Student Demographic

	All 'A1' Students (n=830)		Study Participants (n=194)		'A1' to Good Standing (n=79)	
	N	%	N	%	N	%
Gender						
Male	441	53.1	98	50.5%	41	48.1
Female	389	46.8	96	49.4%	38	51.9
Ethnicity						
Asian	31	3.7%	6	3.1%	3	3.8%
African- American/Black	76	9.2%	14	7.2%	2	2.5%
Filipino	35	4.2%	7	3.1%	2	2.5%
Latino/Hispanic	461	55.5%	103	53.1%	39	49.4%
Native Amer./Alaskan	6	.7%	3	1.5%	3	3.8%
White	206	24.8%	56	28.9%	26	32.9%
Other	7	.8%	1	.5%	-	-
Unknown	8	1.0%	4	2.1%	4	5.0%
Age	Mean 21.8	SD 5.7	Mean 21	SD 5.0	Mean 20.4	SD 2.7

A1 Academic Probation Workshops

The mandatory 2.5 hour probation workshops were led by academic counselors from Pismo Beach City College. Prior to the academic probation workshop, counselors were given packets that included detailed delivery instructions, a research study information sheet, informed

consent form, and pre-surveys #1 and #2 for each student. The GEMM pre-survey #1 (appendix D) was given prior to the beginning of the workshop and GEMM pre-survey #2 (appendix E) was given after the workshop. Students were also informed that they would be receiving an additional GEMM post-survey at the end of the semester that was comprised of the same questions they were asked on the GEMM pre-survey #1 and the GEMM pre-survey #2 via their student email accounts.

The content delivered within the workshop was inclusive of the overall academic probation process, a PowerPoint presentation on student success, and an interactive component in which students filled out their Personal Action Plans (appendix L). The Personal Action Plan required students to personally identify the top three factors they felt contributed to their academic standing, how they felt their mindset contributed to their academic performance, how they had demonstrated grit in their lives, how they were going to anticipate and overcome obstacles in the future, and a detailed plan of action directed at successfully removing their probationary status during the Spring, 2016 semester.

Participant Selection for Intervention Tutorials

Students were selected for additional research participation based upon their stated interest on their consent forms. Out of the 695 students who attended the workshops, 30% (211) stated that they were interested in additional research and filled out the consent forms correctly. A total of 52% (363) of the 695 students were missing documentation that was necessary in order to participate. Many students filled out the consent form but did not include their name on the form, they did not fill out the form in its entirety, or they only completed one out of the two surveys. In addition to missing documentation, several of the students who consented to participate included incorrect contact information (i.e., their student email address was

incorrect/incomplete/illegible) or provided phone numbers that were no longer valid. Upon review, a total of 194 students properly completed the consent forms as well as pretest 1 & 2 and were scanned into the system for analysis. A total of 13% (87) of workshop participants consented to participating in the survey portion of the research study but were not interested in completing the four tutorial interventions. Overall, 5% (33) of workshop participants declined to participate in any part of the study.

GEMM Tutorial Interventions

Out of the 211 students who expressed interest and provided proper consent to participate in the tutorial interventions, 50 students were randomly selected to have access to the tutorial interventions via an online Blackboard course management platform shell. After monitoring the poor student participation for three weeks, it was determined that the best way to increase participation would be to add in the remaining 161 students who had originally expressed interest in participating into the Blackboard shell. As a result, all of the students who stated they would be interested in participating in the tutorial interventions were given access to the four online tutorials on grit, academic self-efficacy, growth mindset, and motivation.

Each tutorial intervention was approximately an hour in length and included specific topic content, activities, assessments, and use of multimedia. Students had to complete progressive multiple-choice content assessments periodically throughout the tutorials, and students could not advance within the module if they did not receive an overall score of 80% or better. Assessments were based upon both written and multimedia content. Multimedia content consisted of Ted talk videos as well as 20 student interviews on grit, academic self-efficacy, growth mindset, and motivation that were professionally filmed and edited during the Fall 2015

semester. The access link to the tutorials as well as screenshot examples of a portion of each of the tutorials is included in Figures 4.1-4.4.

Students who participated in the filming project to create the tutorials were given subject matter content to review prior to their interview. They were also given a copy of all of the interview questions prior to the on-film interview. During the interview, participants were asked a series of questions about their personal experiences with grit, academic self-efficacy, growth mindset, and motivation. All students completed the appropriate model and talent releases (appendix G) prior to the interview and were compensated with a \$15 Barnes & Noble gift card for their participation.

FIGURE: 4.1 (A & B) GRIT TUTORIAL SCREENSHOTS
 HTTP://WWW3.CANYONS.EDU/FACULTY/MARTINJ/TAMMY/TUTORIALS/GRIT/

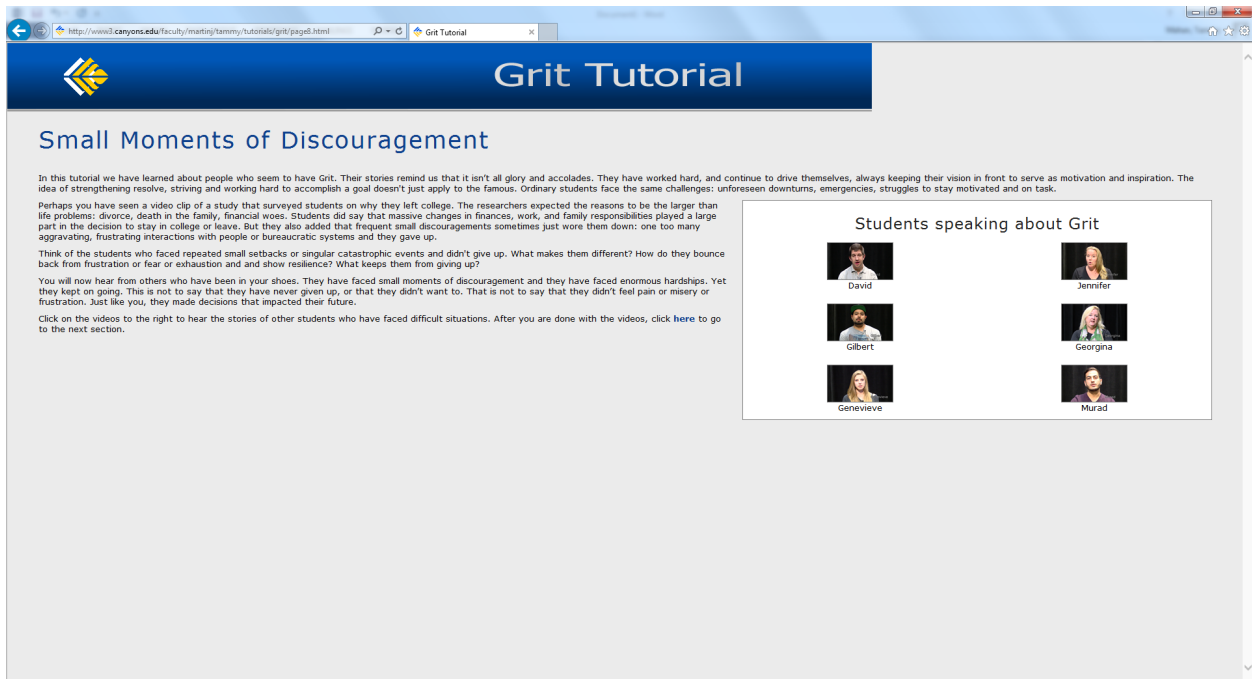


FIGURE 4.2 (A & B) Self-Efficacy
Tutorial: http://www3.canyons.edu/Faculty/martinj/tammy/tutorials/self_efficacy/index.html



Self-Efficacy Tutorial

Self-Efficacy as the Little Engine that Could

A simple analogy of self-efficacy that is widely used within Psychology textbooks is that self-efficacy is like Watty Piper's children's story *The Little Engine that Could*. This famous story depicts a tiny train engine that is desperately trying to make it up a steep mountain range. The little engine knew she needed to deliver toys to children that lived on the other side of the mountain. Echoing words that are now famous in the minds of children worldwide, the little engine progressed up that hill uttering the words, "I think I can. I think I can." It is the concept behind this little engine that defines what Bandura refers to as self-efficacy.

Why did the little engine make it up the mountain?

The little engine made it up that mountain because she believed that she could. In addition to her belief system, she was working with an engine that allowed her to do so. Therefore, with a positive mindset regarding your own personal competencies and a supportive environment, you can achieve what you hope to.

Why is it important to understand motivation when facing academic difficulty or challenges?

Let's take review a recent talk by David Kelley titled "How to build your creative confidence." David Kelley speaks openly about how our personal confidence in our abilities impacts our overall performance when trying to solve a problem or a task. Please take notes as you watch the video. There will be a 5 question assessment following the video.

David Kelley references many of Albert Bandura's Self-Efficacy concepts throughout the video. Essentially, David Kelley is claiming that confidence in our abilities or our level of "competency" towards a goal or a task directly impacts our overall performance. This concept parallels Bandura's definition that Self-Efficacy is "people's beliefs in their capabilities to produce desired effects by their own actions." It is believed that as each of us faces a task or a goal, we evaluate our own personal competency and compare that to what we feel is necessary to complete the goal at hand. These thoughts are crucial when considering how we move forward when faced with goal-directed actions.

Click on the video to the right when you are ready to watch the presentation. After watching the video, you will be asked a few comprehension questions, so please take notes. When you are ready for the questions, [click here](#).



Source: www.ted.com/talks

BioDavid Kelley serves as chair of IDEO and is the Donald W. Whittier Professor at Stanford, where he has taught for more than 25 years. Preparing the design thinkers of tomorrow earned David the Sir Maha Bhatta Medal for his "distinguished contribution to design education." He has also won the Edison Achievement Award for Innovation, as well as the Chrysler Design Award and National Design Award in Product Design from the Smithsonian's Cooper-Hewitt National Design Museum, and he is a member of the National Academy of Engineers.



Comprehension Check

Answer the questions correctly. After you get all the correct answers, a button will appear on the top right corner. Click on the button to continue. **Note:** You can restart the exercise as many times as you want by reloading the browser page.

Identify the correct answers by clicking on them.


1. David tells a story about his friend Brian who was molding a piece of artwork out of clay when another student told him his work was terrible. What was his friend molding?
 - a. A bowl
 - b. A horse
 - c. A snake
 - d. A cookie
2. In addition to self-efficacy, Albert Bandura has extensively studied how to help people overcome their phobias.
 - a. False
 - b. True
3. Albert Bandura refers to the process of being able to overcome lifelong fears as "guided mastery."
 - a. False
 - b. True
4. In the video, David Kelley talks about how a doctor turned an MRI machine into a spaceship to help children overcome their fear of being in the machine.
 - a. False
 - b. True
5. When David Kelley found a lump on his neck and discovered it was cancer, he mentioned that he thought about his daughter and what her life would be like without him. Which of the following did he say he decided he wanted to do?
 - a. Help as many people as possible discover their creative confidence.
 - b. Go skydiving.
 - c. Create a bucket list.
 - d. Write a book about his life experiences.

Your Score:



FIGURE 4.3 (A & B) MOTIVATION TUTORIAL SCREENSHOTS
 HTTP://WWW3.CANYONS.EDU/FACULTY/MARTINJ/TAMMY/TUTORIALS/
 MOTIVATION/

http://www3.canyons.edu/faculty/martinj/tammy/tutorials/motivation/page3.html Motivation Tutorial



Motivation Tutorial

The video by Scott Geller strongly demonstrates how we make personal choices in all aspects of our lives that impact the consequences we will face as we move forward. In order to learn from these circumstances, we need to accept responsibility for our involvement in these situations. Three key components that impact our personal levels of self-motivation are as follows:

- 1. Can you do it? Do you believe that you can?** This statement is going to evaluate your personal levels of self-efficacy. If your answer is yes, then you are more likely to be self-motivated.
Example: Trevor (21) is worried about signing up for a Chemistry class. He needs it for his major but has heard the class is really hard. If Trevor believes he isn't capable of doing well in the course he is less likely to enroll.
- 2. Will it work?** This statement evaluates your response-efficacy. Response-efficacy is often a measure of whether we personally feel that our behavior will lead to an outcome. If you feel that it will work, then you are more likely to be motivated than if you feel it will not work.
Example: Greg (19) has recently started a new exercise program. He is convinced that introducing a fitness plan into his life will help him with his weight loss goals. As a result, Greg has a high level of self-motivation.
- 3. Is it worth it?** When evaluating if something is worth it, we tend to assess the level of risk as well as the potential consequences. In some ways this is a risk-benefit analysis where we try to decide whether our goal is worth the investment.
Example: Jenna (22) has always wanted to be a doctor. When she sees how much schooling is involved she decides to go to nursing school instead. This cost-benefit analysis determined that Jenna was not willing to invest the time it would take to become a doctor, however she was willing to invest the time that it would take to become a nurse.

Who's Your Cookie Thief?

The cookie thief story in the video was a great reflection of how our beliefs motivate and impact our behavior. It is vital to our success that we don't base our motivation on faulty beliefs or misconceptions. We need to take the time to evaluate a situation completely and avoid jumping to conclusions. In addition to our mindset, it is vital to consider what other motivational perspectives impact our personal likelihood of success in life or school. The ability to do well in the face of hardships and to move forward with passion and perseverance for our long-term goals is known as grit.

Why is it important to understand motivation when facing academic difficulty or challenges?


Like the cookie thief, our own thoughts and misconceptions can sometimes destroy our motivation before it even has a chance to begin. Sometimes our motivation can be derailed by other circumstances in our lives. Students often begin the semester with high levels of anticipation and motivation only to become discouraged when they get a poor grade on an exam or a paper.

Motivation can be squashed by negative interactions with an instructor or other students. Family and work life also play a role in helping us maintain our motivation. Maybe we don't believe we are smart enough to earn a degree or meet our career goals. With all circumstances considered, it is ultimately up to us as individuals to monitor and sustain our motivation. Change your life. Don't let obstacles or your fear of failure get in the way of your success.

Motivational videos can deliver inspiring messages that are likely to stick with us temporarily. However, we also need to understand what is going to impact the likelihood of attaining long-term goals. Let's take a look at what Angela Duckworth has found is a key predictor of success and how that may personally impact you.

Click on the video to the right to watch a short presentation on grit. After watching the video, you will be asked a few comprehension questions, so please take notes. When you are ready for the questions, [click here](#).

Grit: the power of passion and perseverance | Angela Lee Duckworth



Source: www.ted.com/talks

Bio: Angela Duckworth is a Psychology Professor at the University of Pennsylvania who studies concepts such as self-control and grit to determine how they might predict both academic and professional success. Prior to pursuing her graduate degree and becoming a professor of Psychology, Angela Duckworth was a mathematics teacher.

http://www3.canyons.edu/faculty/martinj/tammy/tutorials/motivation/page6a.html motivation tutorial

Comprehension Check

Answer the questions correctly. After you get all the correct answers, a button will appear on the top right corner. Click on the button to continue. **Note:** You can restart the exercise as many times as you want by reloading the browser page.

Identify the correct answers by clicking on them.

- 1.** According to Dan Pink, contingent motivators (if you do this you will earn this) can kill motivation.
 - a. False
 - b. True
- 2.** When comparing levels of rewards, which level was found to have the best performance?
 - a. The highest reward incentive.
 - b. The middle-level reward incentive.
 - c. The lowest reward incentive.
 - d. No performance differences existed between the levels of incentives.
- 3.** Intrinsic motivation means that we are motivated simply because we feel like the task matters or that we like it and we see it as important.
 - a. False
 - b. True
- 4.** Which of the following concepts was NOT identified by Dan Pink as influencing motivation?
 - a. Autonomy
 - b. Mastery
 - c. Purpose
 - d. Dependence
- 5.** In several of the examples given by Dan Pink, employees performed **BETTER** when given time for autonomy and personal creativity.
 - a. False
 - b. True

Your Score:

FIGURE 4.4 (A & B) GROWTH MINDSET TUTORIAL SCREENSHOTS
HTTP://WWW3.CANYONS.EDU/FACULTY/MARTINJ/TAMMY/TUTORIALS/GROWTH/

Growth Mindset Tutorial

The Power of Not Yet

Similar to the mental framework presented in the Barbara Corcoran video, Carol Dweck discusses a High School in Chicago that uses a "yet" and "not yet" system instead of grading. Interesting enough, when we hear the saying, "not yet," it gives us some type of hope that we can still achieve.

Think back to when you were a small child begging for an ice cream cone or a candy. If someone told you, "not yet," you would still think that you could eventually have that ice cream cone. You would continue to persist until you got it. That is a very simple reflection upon this grading system. The terminology alone allows students to believe in themselves. It doesn't carry the same stigma as an "F" which is viewed socially as a failure or some form of inadequacy.

When we feel inadequate, we are often prone giving up or quitting. In some people a sense of inadequacy actually triggers them to be motivated to prove that they are in fact adequate in a given subject matter or a task. Therefore, it can actually make some people more prone to try to prove themselves.

As you watch throughout this video, please take note of the stories that Carol Dweck talks about regarding having a fixed or growth mindset. She discusses several examples of the benefits of having a growth mindset as well as the social implications of intelligence and how it is often tainted with judgment. In this video Carol Dweck brilliantly depicts how mental equality does in fact happen and how we need to recognize and quit running from failure.

Click on the video to the right when you are ready to watch the presentation. After watching the video, you will be asked a few comprehension questions, so please take notes. When you are ready for the questions, click here.

The power of yet | Carol S Dweck | TEDxNorrköping

Bio: Carol S. Dweck, Ph.D., is one of the world's leading researchers in the field of motivation and is a Professor of Psychology at Stanford University. Her research has focused on why people succeed and how to foster success.

Growth Mindset Tutorial

To Fail or Not to Fail

Think for a moment what the term failure means to you. What personal experiences quickly come to mind for you? How did this so-called failure impact your life? The term failure is often surrounded with shame, embarrassment, and regret. Does it need to be? No. Not really. It all depends on our perception of the experience that we define as a failure. It is often said that none of us have truly failed at anything other than failing to try to begin with. Sometimes we learn more from experiencing difficulty than we do from something that comes easily for us.

As a student I am sure that at some point in your academic career you have received an exam back where you got questions wrong. Some of those questions you may have just not known the answers to. Others you knew. Sometimes you were lucky enough to find the answers to one of the questions hidden within another question on the exam. But sometimes, just sometimes, you will have a question that haunts you. Which question is that? It is the question that you knew the answer to; but you marked it incorrectly or you read the question wrong. This is the question you will never forget. You often don't remember the other 99 questions that you got right- but you always remember the correct answer to the questions you got wrong.

In this Ted Talk on Rethinking Failure, Barbara Corcoran, a successful business woman who is best known for her role on the TV Show Shark Tank discusses how the successes in her life were based upon the "heats of failure." Barbara discusses how she felt like a loser within the so-called jailhouse of her educational system because she was unable to read or write. Yet despite all of this, she continued to persevere towards her dreams. She also discusses the importance of rewarding effort instead of results; which supports the theoretical concepts behind the work of Carol Dweck's Growth Mindset.

Click on the video to the right when you are ready to watch the presentation. After watching the video, you will be asked a few comprehension questions, so please take notes. When you are ready for the questions, click here.

Rethinking Failure: Barbara Corcoran at TEDxDartmouthCollege

Bio: Barbara Corcoran is an American businesswoman, investor, speaker, consultant, syndicated columnist, author, and television personality.

Tutorial Completion and Personal Interviews

Participants who agreed to complete four online tutorial interventions were informed that each intervention tutorial was approximately one hour in length. All participating students were compensated with Barnes & Noble gift cards according to the following denomination guidelines: completion of the first two tutorials was compensated at a rate of \$10 each, the last two tutorials were compensated at a rate of \$15 each; for an overall total of \$50 in Barnes & Noble gift cards for completing all four intervention tutorials.

Original funding was established at \$25 per tutorial intervention with an opportunity to earn \$100 total if they complete all four tutorial interventions. Due to unforeseen budgetary restrictions imposed by the campus, funding towards this project was compromised. Students were made aware of the budgetary changes prior to actively participating in the research study. All participants were notified of the changes in financial incentives through three modalities: an announcement in Blackboard, an email to their campus email accounts, and a document detailing the financial incentive changes was posted and maintained in Blackboard. Participants were also required to complete an additional informed consent form prior to beginning the funded portion of this study. Research findings indicate that monetary incentives are often useful for increasing participation rates, and may in fact reduce sampling bias by increasing rates amongst individuals who are typically less likely to take part in research projects (Guyll, Spoth & Redmond, 2003).

Upon completion of the four GEMM tutorial interventions, students were asked to participate in personal interviews to assess their overall perception of the tutorial interventions based upon content, effectiveness, and personal interest. Students were also asked which internal/external factors they felt personally contributed to their academic probation status. Each participant was compensated in the form of a \$25 gift card to Barnes & Noble. A complete list

of the interview questions is available within (appendix H). Interviews ranged in length from 45 to 60 minutes and were conducted in a private faculty member office on the Pismo Beach City College campus. All interviews were recorded by two audio sources to secure against any form of technical failure. All participant interviews were transcribed within 72 hours of completion.

End of Semester Post-Survey

An electronic version of a post-survey measuring for grit, academic self-efficacy, mindset, and motivation (GEMM) was given at the end of the Spring, 2016 semester. All A1 Academic Probation status students who provided proper consent were sent an email inviting them to complete the end of the semester GEMM survey. Students were informed that the first 50 students to complete the survey would receive a \$5 gift card to Starbucks.

The end of the semester GEMM post-survey was sent to the 298 students who properly consented to participate. This sample included the 211 students who consented and stated they were interested in additional research opportunities, i.e., the online tutorial interventions, and the 87 students who stated they were not interested in participating in the tutorial interventions but consented to participating in the survey portion of the study.

Overall, 9% of the sample completed the end of the semester GEMM post-survey, with a total of 27 participants. All 13 individuals who completed the tutorial interventions also completed the post-survey (13), and 5% (14) out of the non-tutorial intervention sample completed the end of the semester GEMM post-survey. All students were notified of the survey link by way of Blackboard announcements, student email, text and phone contact.

Research Instruments and Data Collection

GEMM Scale Pre-Surveys (appendices D & E) and Post-Survey (appendix F)

The quantitative data was analyzed according to student responses on the GEMM (grit, academic self-efficacy, growth mindset, and motivation), scale survey in a pre-surveys 1 & 2 (appendices D & E) and post-survey (appendix F) design. The GEMM scale pre-surveys 1 & 2 (appendices D & E) were comprised of 43 questions total. Two surveys were given during the mandatory academic probation workshop. The first survey was given prior to the beginning of the workshop and consisted of 29 questions. A second survey consisting of 14 questions was given after the academic probation workshop. The two surveys were comprised of nine questions from Duckworth's (2009) GRIT scale, 18 questions from Bandura's (1989) Multidimensional Scales of Perceived Self-Efficacy index with modifications as deemed necessary for this study; including sections that covered enlisting social resources, academic achievement and self-regulated learning, three questions from Dweck's Growth Mindset Inventory (2007), and 14 questions were included, with some questions modified (as deemed necessary), from Pintrich's Motivated Strategies for Learning Questionnaire (Pintrich, 2003).

A third survey, identified as the end of the semester GEMM post-survey, was distributed via student campus email accounts to all of the students who properly consented to participate. This post-survey (appendix F) was a blended combination of the two surveys that were given during the mandatory workshop prior to the beginning of the semester. This survey included the same exact 43 questions in a single survey instead of being split into two surveys like the original 43 questions that were distributed during the workshop and was created electronically in Survey Monkey.

The original surveys that were distributed during the workshop needed to be split into two surveys in attempt to protect the integrity and applicability of the questions as well as the overall structure of the workshop. Due to the structure of the workshops, the two surveys were given in a paper format. All surveys were created and reproduced in agreement with Institutional Research Department standards which permitted them to be scanned into a database that allowed for electronic analysis.

Personal Interviews

The original plan for this study included conducting five to seven focus groups. Each focus group was intended to have a maximum of 10 students, and the focus group protocol consisted of 10 questions (appendix H) related to students' perceptions of the four GEMM tutorial interventions as well as additional personal factors that contributed to the participants' placement on academic probation. Each focus group was intended to be approximately an hour in length. Focus groups were initially preferred due to their use as an interpretive research paradigm to focusing on participant perception of the GEMM online tutorial intervention.

Due to limited student participation in the tutorial interventions, I substituted focus groups with individual interviews with each tutorial completer. The questions originally constructed for the focus groups were used during the personal interviews. Personal interview participants were chosen based upon their involvement and completion of the four GEMM online tutorial interventions within Blackboard. Personal interviews were designed to respect a culturally and contextually sensitive environment that allowed for all participants to freely discuss their probationary status experiences (Thomas & Harden, 2008).

Personal interviews allowed for a greater depth of understanding of student experiences and perceptions of the academic probation process as well as the tutorial interventions that a

survey method would have not been able to convey. The personal student interviews proved to be invaluable due to the extensive amount of detail that participants were able to provide regarding their academic probation experience as well as their perception of the tutorial interventions. I digitally recorded personal and ensured the recordings were transcribed verbatim within 72 hours of the scheduled session.

Data Analysis

Quantitative Analysis

All quantitative aspects of this research design were analyzed within SPSS after survey data was collected. I merged data from the pre-surveys, post-survey, and institutional records before beginning my analyses. I used descriptive statistics to summarize and describe the data collected from the overall academic probation population as well as the participating research sample of probationary students (Caldwell, 2013). Statistical measures included identifying means and standard deviations for the analyzed variables.

Factor analysis was used to examine the psychometric properties of the individual GEMM variables. Factor analysis is a technique used to create scales or latent constructs from a set of individual items (DeCoster, 1998). Factor analysis was used to determine whether the proposed set of GEMM items were statistically related in a way that made sense to combine those individual items into larger scales. Previous research has confirmed factor structures for grit (Duckworth, 2009), academic self-efficacy (Bandura, 1989), growth mindset (Dweck, 2007), and motivation (Pintrich, 1990). I examined the factor structures resulting from these analyses and confirmed they aligned with findings from previous research.

To address my first two research questions, I analyzed the survey and administrative data using logistic regression. Whether students successfully removed themselves from academic

probation during the semester served as my dichotomous outcome measure, which I regressed on demographic characteristics (e.g., gender, race) and each of the four GEMM scales. The dichotomous nature of the dependent variable necessitated the use of logistic regression (Caldwell, 2013). Logistic regression also provided an opportunity to examine the relationship between the extent of students' participation in the interventions (i.e., dosage) and whether they successfully removed themselves from academic probation, controlling for background characteristics.

Qualitative Analysis

I began analyzing my interview data by coding the transcripts for common themes and insights. Coding is defined as being “nothing more than assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of that data (Merriam, p. 173, 2009).” Categories based upon these reflective statements were constructed and the data was organized accordingly. Open descriptive coding was used prior to categorical definition (Merriam, 2009). Defining categories allowed for the collection and organization of qualitative research responses.

Upon completion of categorizing the data, I evaluated the data according to analytical coding, which emphasizes “reflection on meaning” (Merriam, 2009, p. 94). Categories were developed in effort to answer the key research questions delineated at the beginning of this chapter. Categories were exhaustive and mutually exclusive (Merriam, 2009). The number of categories assigned to the personal interview data evaluation was dependent upon the amount of participatory data as well as the themes that emerged as a result of the research.

Ethical Concerns

Addressing ethical concerns by defining the term “ethical” as “being in accordance with the accepted rules or standards for right conduct that govern the practice of some profession” (Panter & Sterba, 2011). Utilizing ethical guidelines for statistics and behavioral sciences, no immediate ethical concerns were identified with my study. Precautionary measures were taken to avoid any ethical concerns that are common or customary according to the use the proposed measures or practices.

Ethical Use of Statistical Measures

Hubert and Wainer (2013) state that the main goal of statistics is to gain an understanding from the data (Panter & Sterba, 2011). The methods should therefore allow a presentation and analyses of the data that is clear, precise and accurate. This research study utilized statistical measures that were deemed appropriate given the stated data collection and reporting methods. All testing measures and results were reviewed for accuracy and significance values are clearly noted. Graphical presentations of data analysis are provided to demonstrate a visual depiction of what the data may be reflecting and what conclusions are warranted.

In agreement with the 1999 report by the APA Task Force on Statistical Inference, all unanticipated complications that arose during the course of this research, including, but not limited to, missing data, attrition and nonresponse were reported (Wilkinson & Task Force on Statistical Inference, 1999, p. 597 as cited in Panter & Sterba (2011). Compensation allowances were implemented in attempt to minimize attrition. Reasons for missing data or attrition are included within the study. Data entry procedures were followed precisely and were reviewed for accuracy prior to statistical testing measures being conducted. Data collection methods as well

as findings were not knowingly misrepresented or falsified. All testing methods and procedures have been clearly identified to allow for replication.

With regard to reliability and validity, these two concepts would have been best assessed through use of a traditional experimental design in which a representative sample of students were randomly assigned to a control group (does not participate in the interventions) and an experimental group (does participate in the interventions). Due to the nature of the interventions, and the overall goal of academic status removal, I did not feel that it was ethical to use a true experimental design. Doing so would have denied students the opportunity to participate in interventions that were intended to increase the likelihood of their academic probationary status removal. There was a portion of the participant pool who attended the mandatory workshop and took the GEMM Inventory pre-surveys who elected to not participate in the four GEMM tutorial interventions. The overall success rates of these students with regard to academic probation status removal were compared to those students who did in fact participate in the four tutorial interventions.

Ethical Considerations of Topic Sensitivity

Due to the academic probationary status and the potential academic consequences of probationary placement, any issues or potential concerns with emotional sensitivity on the part of the participant were considered. Due to the fact that students may have felt uncomfortable or embarrassed discussing what they deem as a failure, all safeguards were taken to ensure that ethical procedures are followed according to APA regulations and guidelines as well as the Institutional Research Board (IRB) at Pismo Beach City College and at the University of California, Los Angeles.

Ethics Regarding Informed Consent & Confidentiality

Participants were provided with informed consent forms and the importance of their confidentiality was discussed. Upon collecting and merging all pre and post-survey data according to student ID numbers, all of the identifying data was removed by the Institutional Research Department at Pismo Beach City College prior to my receipt of the data. All records were maintained and disposed of according to recommended guidelines. Pseudonyms were created prior to all transcriptions being completed and all files were kept in my possession and were password protected.

Chapter Four: Findings

Introduction

This study aimed to assess the relationship between grit, academic self-efficacy, mindset, and motivation (GEMM) and academic probation as well as the perception and effectiveness of GEMM tutorial interventions amongst community college students who had been placed on first semester (A1) academic probation. Additionally, this study examined students' perceptions of contributing factors to their academic difficulty and reflections on the effectiveness of an academic probation workshop in which these students participated. The findings presented in this chapter emerged from statistical analysis of data from surveys and institutional records as well as inductive and deductive analytic techniques applied to transcripts of interviews with participants who completed tutorial interventions focused on metacognitive skill development.

In this chapter, I will first discuss student perception on the relevance and helpfulness of the academic probation workshop as well as the data that was collected from the student action plans. Included within these data are the top factors students identified as contributing to their academic struggles. I then review themes connected with students' experiences with perceptions on the effectiveness of the GEMM tutorials. The chapter then examines the quantitative findings linking metacognitive skills to the successful removal of academic probation.

Academic Probation Workshop Leaves Students Feeling Disengaged, Discontent

The results of the survey generally suggested discontent with the mandatory 2.5-hour academic probation workshop at the beginning of the spring term. Table 4.1 highlights that participants nearly universally found the workshop content to be uninteresting and unimportant.

Table 4.1

Respondents' Reaction to Workshop Relevance

<i>Percent Responding "Not Much Like Me" and "Not at All Like Me"</i>	Face-to-Face N = 194	Online N = 19
I think what I learned in the academic probation workshop is interesting	85.5	83.7
Understanding the information we learned in the academic probation workshop is important to me	89.2	84.2

More than four out of five participants (85.5%) in the face-to-face version of the academic probation workshop who responded to the survey did not find the content interesting, and a similar proportion (83.7%) who participated in the workshop online felt similar. Similarly, students generally did not find the content of the academic probation workshop to have great personal importance. Nearly 90% of face-to-face participants who responded to the survey rated the personal importance of the workshop content as “not much like me” or “not at all like me” while 84.2% of online participants felt similarly.

Finding Community and Direction from the Workshop

Although survey participants expressed near unanimity in their distaste for the academic probation workshop, interview participants were extremely supportive of the academic probation workshop. Overall, 85% (11/13) of the students indicated that attending the academic probation was beneficial to their academic experience. Student interview participants felt a sense of support during the workshop and identified the information presented during the workshop regarding the academic probation process as particularly valuable, as Cindy describes:

The workshop itself was one of the turning points that being on probation wasn't the end of the world. That I wasn't stupid or anything for letting it happen. Going there and seeing all of those other students and then seeing how fast those workshops filled up. It made me feel like I wasn't the only one there and having all of the counselors knowing that people are there and willing to help and that you have so many chances if you get on probation to really get back. Understanding the process. It made me realize that where I was at wasn't the bottom.

As evidenced by Cindy's comments, she found solace in the workshop in recognizing that many others shared her academic challenges and that it would be possible to overcome her struggles.

About a third (4/11) of interviewees identified the feeling of recognizing that they were not alone as a positive aspect of the academic probation workshop experience. Valerie stated, "It was comforting and nice to see that I'm not the only one that is in this situation and there is a group of people that are struggling and trying to figure out how to balance everything as well. So that really helped me."

In addition to feeling as though they were not isolated in their academic probation, several interviewees described how they valued the information about the academic probation process provided by the workshop. The value of learning how the academic probation process works as well as the importance of learning about campus resources was also mentioned. When describing his opinion of the academic probation workshop, Brandon shared, "It really did help me. I didn't know about dropping classes and stuff like that. If I didn't go to the workshop then I would have still had two other classes that would have brought me down because they were really difficult for me." Annie also seemed to gain some navigational capital from the workshop, as she and others noted that the workshop provided them with a solid direction. Annie stated that attending the workshop "helped me plan my life, what I was going to do, how I was going to fix my problems and how I was going to try to do better."

In addition to finding direction, the workshop seems to have connected participants with various campus resources. As he describes below, Danny came to understand the importance of and process for dropping a class before the withdrawal deadline:

It taught me resources. I didn't know which resources I could use and I didn't know about dropping before you get a W, I kind of thought once you are in it, you are in it. I was a little confused what it all meant actually. Once they kind of explained it, now I know how to better prepare myself I guess.

Not only do these students' stories highlight some of the core positive benefits of such a workshop but they also serve to highlight basic challenges faced by academically at-risk students: navigating the process of withdrawing from a course in time, identifying a plan for the semester, and feeling isolated when faced with serious academic struggles.

Workshop's Lack of Personal Relevance Can Alienate Some Students

As would be suggested by the survey findings, not all interview participants felt positively about the workshop. Angelene indicated that she did not feel the academic probation workshop was helpful to her because "they just showed videos of people who failed and then succeeded and a lot of people do but to me it's not the same issues." Angelene further explained that her living environment and personal issues negatively impacted her academic performance, but these specific concerns and circumstances were never addressed within the mandatory workshop videos. However, they were addressed within the student interview videos that appeared in each of the tutorial interventions. When asked what factors she felt were most important to her removing her academic probation status, Angelene responded, "Figuring out what I want to do exactly. Because the whole thing is I was going to school and I had no idea why, so there wasn't really much motivation behind it. But I am figuring things out now."

In Angelene's situation, she never discussed struggling academically. She specifically spoke to her personal issues and living environment impacting her ability to succeed. In addition to personal circumstances, Angelene discussed how her lack of goal-directed behavior resulted in low levels of motivation. When asked what she would recommend to other students on academic probation, she responded by saying, "figure out what you want to do and have a goal with steps to follow it. If you are unsure than take the time to figure it out, but don't wait too long."

Students' disdain for the workshop did not always pertain to the content or relevance of what facilitators presented. In Michelle's case, the accountability aspect of the workshop created personal angst, as she recounted:

Ugh. It got me in trouble. I wasn't planning on telling my mom but then she asked me why I didn't register on my registration date and I told her that I had to go to this workshop thing before I could do it. I didn't tell her until after that it was for academic probation. And then I had to apologize to her that I had said it wasn't a big deal that I didn't pass this one class and it was.

Despite the negative responses that were identified on the survey given after the workshop, it appears that the students who participated in the personal interviews were supportive of participating in the academic probation workshop. Out of the 13 students interviewed, only Angelene identified constructive feedback regarding her personal criticism of the academic probation workshop experience.

Student Action Plans: Students' Thoughts about the Contributors to Academic Probation

During the mandatory academic probation workshop, students completed their personal action plans, and 299 submissions were analyzed for this study. The personal action plan included four distinct sections where students were asked about the circumstances surrounding

their current academic probation status as well as their own personal intentions moving forward regarding academic probation status removal. The first part of the personal action plan assessed their understanding of factors that they felt were contributing to their academic difficulty.

Students were asked to identify the top three factors that contributed to their academic difficulty. Not all students followed these instructions, as some students only identified one factor whereas others listed five or six contributing factors. Data was coded based upon the number of times a particular contributing factor was identified.

When male and female responses were combined, a total of thirty six categories emerged based upon the reporting of 299 respondents. Personal and Relationship Issues dominated the rankings and were mentioned a total of 147 times. Many students identified this category simply by stating that personal or relationship problems negatively impacted their academic performance. Other students elaborated by including examples such as “I was going through a difficult relationship,” or “My grandmother passed away.” One student shared, “I let personal problems get in the way of my success.” Second on the list of factors that students felt contributed to their academic probation was Motivation or Lack of Interest. This category was identified by students a total of 109 times. Common responses within this category included, “I didn’t have any interest in the course,” and “I lacked motivation.” One student explained, “There was too much to do, so I would rather just sleep.” Procrastination was mentioned a total of 75 times, placing it third on the list. Many students shared that they procrastinated because they didn’t want to do the work. As a result, they waited until the last minute and either could not complete the work or turned in work that was subpar in quality. Working too many hours ranked fourth with 69 mentions. Many students stated their excessive work hours negatively impacted their academic performance, yet they were conflicted because they needed to work due to

financial necessities and hardships. Fifth on the list was Missed Assignments (45), Unclear about goals or focus (44) had the sixth most responses. The seventh most common factor was Test Anxiety (40), and lack of preparation for classes or exams (38) tied with not asking for help as the eighth most commonly identified contributors to students' academic probation. Finally, 33 students reported that a lack of study skills contributed to their academic challenges, placing this factor as the tenth most common. Figure 4.5 provides a breakdown of these 10 general areas.

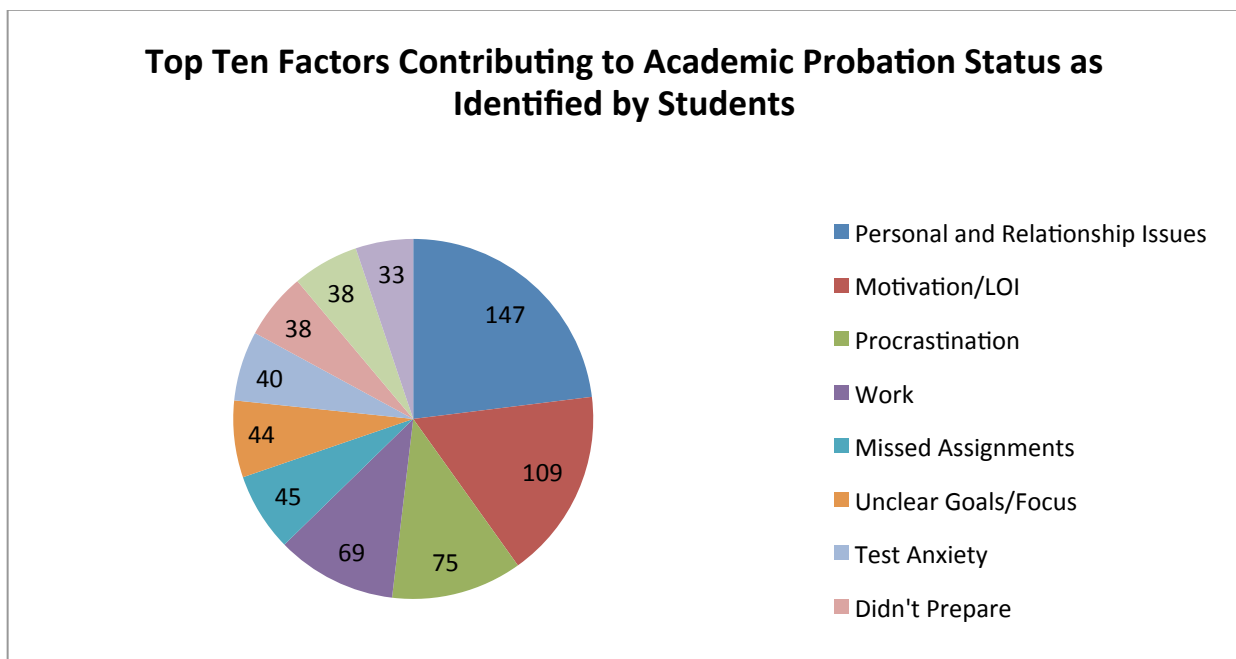


Figure 4.5. Top ten factors contributing to academic probation status as identified by students.

The findings identified by reviewing the student action plans were echoed by the student population who participated in the end of semester interviews. About a third of the interviewees stated that a lack of motivation contributed to their academic challenges, and a similar proportion identified lifestyle issues or family problems as particularly salient. Other common concerns described by interview participants included work and class conflicts, lack of specific goals or direction, and lack of access to assistance.

Lost without a vision.

When discussing how lack of motivation contributed to their academic probation status, several students mentioned that the absence of long-term goals and focus negatively impacted their motivation levels. Brooke shared that she was “just out of high school and really didn’t have any motivation for college. I was really bad with procrastinating and I didn’t really know what I wanted to do.” Renee echoed Brooke’s sentiment with regard to her personal lack of motivation by stating, “Procrastination was a big factor. Motivation as well. Trying to figure out something to motivate you. Like something in the background, parents yelling at you.” Cindy also shared how not having any personal long-term goals negatively impacted her motivation towards excelling in college, reflecting, “Umm, personally, I didn’t really have any goals for what to do with a degree or anything and I also started a job and I felt like I would be more productive working than going to school and like the short-term stuff. Not really having any goals.”

As evidenced by these comments, many academically at-risk students in this study enrolled in community college without a clear plan or perhaps even a clear purpose. Without that motivation or the ability to define their reason for being enrolled, they seemed to have gotten lost academically. The lack of focus and goal-directed behavior that was identified by several of the students on academic probation clearly demonstrates a pattern of personal difficulty maintaining motivation when concrete goals do not exist. In addition to identifying goals, students need to feel as though these goals are attainable. The importance of maintaining a goal-directed vision allows students to feel a sense of purpose and hope as well as have a reason to continue moving forward. Cindy’s comment that she felt as though she would be more productive working than

going to school at that point in her life perhaps offers valuable insight as to the factor that currently motivates her.

Personal stress weighs heavily on students.

Lifestyle and family problems were also identified in the majority of cases when speaking with participating students. Michelle spoke of problems at home including having to be a primary caregiver for her 14-year old brother who suffered from both mental and physical disabilities, her mother's battle with mental illness and lifestyle factors including drugs, alcohol, and excessive sexual promiscuity that made it impossible for her mother to care for her younger brother. Michelle also spoke of how poverty and the death of her father created a home life that was filled with chaos and uncertainty. Michelle explained,

The reason I think I am not doing phenomenal in these classes right now is because I have a lot of stress at home and it has affected my health so I have been out sick. I feel like once I can normalize that and work through the stressors at home, I will be able to do even better next.

Given the complexity and enormity of the responsibilities Michelle carries with her, one can understand how such stress at home can undermine her focus in the classroom regardless of the supports and services available at the institution.

Despite the fact that outside stressors involving lifestyle and family problems impact nearly all students at some point during their academic career, many of the students interviewed were distressed over issues within their daily lives. It was apparent in many of the cases that a true support network did not exist for many of these students. Throughout the semester many of the students contacted me prior to the interview asking me questions about various topics related to either academics or life in general. Many of the students appeared to be unaware of the counseling services that were available to them in the health center. In addition to referring

many of the students to professional counseling services, I also assisted many of the students to other personal and campus resources.

The imbalance between work and school.

Several students also stated that conflicts with work or school schedules negatively impacted their academic performance. Rebecca shared the following, “I had a heavy workload and trying to face other life obstacles had led me to being in a bit of trouble. I got a new job and they automatically put me as full-time and I already had four classes on my plate (student interview, Rebecca).” Michelle also shared that she was overwhelmed by taking too many classes. She disclosed that, “I overloaded myself. I gave myself too much work and not enough building up to it. That’s what I fixed this semester. I learned that three classes is too much so I gave myself two classes and I am doing well in them (student personal interview, Michelle).”

Finding a healthy balance between work and school appeared to be a struggle for many students. They wanted to finish their classes as quickly as possible, yet they were also trying to work as many hours as they could. Many of the students learned how to balance their course and workload as a result of being placed on academic probation because of it. As Michelle stated, she decided to take two classes instead of three because she learned from experience that three classes is just too much for her. Many of the students stated they picked their classes according to what they needed and what fit into their schedule rather than by evaluating what courses would be the best fit for academic success.

Struggling to know when and whom to ask for help.

Another challenge that appeared throughout the interviews and personal action plans was lack of access to help/resources or not asking for help when it was needed.

Kristen shared,

It was my first semester fresh out of high school. I just didn't take it seriously. I don't mean to blame the teacher, but when I asked her for help, she didn't want to help me. She just directed me back to Blackboard. She didn't give me any actual help.

Another student, Jesse, shared that he "didn't think the professor cared (personal action plan, Jesse)." Several students stated that they did not have the financial resources to purchase textbooks. David indicated that he "didn't buy his textbooks on time," so he fell behind in all of his classes. Some students shared that they were embarrassed to ask for help so they just quit going to class. Matthew shared that knew he needed help but he was too ashamed to ask for the help he needed (personal action plan, Matthew).

After having reviewed the action plans and interview data from students on academic probation, it is apparent that many of the students simply do not know where to go for help. Danny shared that he didn't realize how much help he was going to need and that he didn't ask for help when he needed it. "It just all added up so quickly. This is my first year out of high school and it's just like, here everything is, and you are supposed to know how to do everything, but you just got here and you have to figure it all out." Despite having several resources and support systems on campus, it appears as though many students do not know where to go and they are afraid to ask for help. Without the family support at home, many of these students are fending for themselves when it comes to them attempting to navigate the community college system.

Student Perception of GEMM Tutorial Interventions

Despite strong initial interest in participating in the tutorial interventions from more than 200 workshop participants and an early commitment by nearly three dozen students to complete the tutorials, just 13 students completed the tutorials and participated in the individual interview.

When asked what they found to be the most useful about the tutorials on grit, academic self-efficacy, growth mindset, and motivation, students expressed overwhelming enthusiasm for the tutorial interventions. All of the interview participants spoke highly of the tutorials, identifying the videos as well as the textual content as being valuable and important. All of the participants (13/13) identified either the TED talk videos, the student interview videos, or both, as their favorite component of the tutorial interventions. The TED talk videos were well received with many of the students referencing the inspirational messages and how they related to their personal lives. The students also showed a very strong support for the use of student interview videos, stating that these videos allowed for them as viewers to see a personal component to the messages delivered by students who they could relate to. Renee tearfully stated the following,

I watched the student videos and two of the girls made me start bawling. To see another student who was hospitalized, had a father with cancer, and a family member die. And another adult who was a single mother, she lost homes and had cancer and an abusive home and alcoholic family and I kept thinking this was horrible. I kept thinking if Genevieve and Georgiana can do it, there is no reason that I can't.

Participants stated they were able to relate to the student videos because they were real students. They were not paid actors delivering a scripted message, they were students who were sharing their real life stories with the intention of helping other students who were struggling. Blake shared that the student videos were especially helpful because she was able to relate to the students as well as the messages they shared. "I like the student videos because they were people like me. They were people you would probably just see walking around campus. They were touching, moving, inspirational, and made me want to work harder. The story with the guy who had Asperger's who said he was always different and that things got so bad for him that he almost committed suicide, but he didn't. And then from there he just went on to get better. That's inspirational. That's amazing (personal student interview, Blake)."

Many students shared that the student videos were valuable to them because they could relate to the stories that were shared. They felt supported and inspired by hearing stories from others that they perceived to be like them. In many ways, they served as a role model to these students. Witnessing someone overcome hardships that they were able to personally relate to helped motivate and inspire many of the participating students.

Interviewees underscored the personal relevance of the tutorials, especially with respect to the student interview videos. Valerie stated, “I really enjoyed the student videos at the end of the tutorials. They made them (tutorials) more personable and relatable. Made you feel like you weren’t the only one that was struggling.” Danny agreed and shared, “I really liked hearing from people my age and their perspective. Hearing these things normally throughout the years, they just didn’t have the same meaning to it. Just like reading about it. But when you see someone talk about it, it makes you feel like this isn’t just me.” Many of the students described feeling a personal connection to the student videos embedded in the tutorials, as this particular facet offered interviewees a connection to real individuals who successfully overcame academic hardships. Danny added, “This is a relatable thing and lots of people have trouble. When you actually see it with your own eyes, and you see people talk about it, it makes it more real I guess. It makes you feel like it is less on you and that you are not all messed up.” As articulated by Danny, the student videos embedded in the tutorials also served to counteract or at least mitigate academically at-risk students’ feelings of isolation, that they are the only ones struggling.

Danny also shared how he could relate to the frustrations that one of the students in the videos expressed. In the student video, David shared that he became frustrated when he did not do well in school, and he subsequently started cheating. Danny shared,

I remember hearing one of the students saying that after he didn’t pass the first test he just started cheating. I can really relate to that because in middle school, I did that a lot.

I remember I had a history test and I really studied and I really put my all into it. I got a D or whatever and after that I just started cheating. It was because I put all of my effort into it and it still got me nowhere. I might as well do something productive about it because the only thing that matters on paper is the grade.

By seeing a part of themselves in the tutorials via the student videos, the tutorials seemingly became more real and relevant to the interview participants.

Tutorials generally useful, but text heavy.

Ten out of the thirteen students stated that they did not find anything within the tutorials to be ineffective. One student, Rebecca, even went on to further explain, “I don’t believe any of these tutorials were less useful, I think they all had a positive outlook and play some kind of role in staying successful towards your goals.” When asked what she found to be most useful about the tutorials, Brooke shared, “Each and every one of these videos helped me realize something positive about myself. There really wasn’t anything that I didn’t find useful because they all sent a very positive message.”

Many of the students mentioned appreciating the positive message that was included throughout all of the tutorials. They referenced the positivity as giving them hope and making them feel as though they could overcome the challenges that they were currently facing. Several students also mentioned applying many of the concepts they learned throughout the tutorials to other aspects of their daily lives or sharing the content with friends and family members. Overall, the topics, delivery method, and video content were noted as favorable by those that participated.

When asked about any negative aspects of the tutorials, or what they personally felt needed to be revised, several students described struggling with the amount of text in the tutorial. This came as somewhat of a surprise because on average, the text within each tutorial should have taken approximately 30 minutes to read. To this point, Michelle explained, “I feel like it

was just difficult to get through all of that text sometimes.” Danny agreed and added, “The only thing I really didn’t like was the reading part. It means more when you actually hear someone talk about it. It gives more value to it in my opinion at least.” Upon further review of the tutorial interventions, it is apparent that the amount of text could be condensed to enhance the student experience.

GEMM concepts pique interviewees’ interest. All but one of the interviewees stated that they felt the concepts they learned within the tutorials helped them academically within the semester. Brooke shared that, “the mindset tutorial was really useful because it reminded me that I needed to stay focused in order to succeed (student personal interview, Brooke).” Danny also stated that he felt the concepts he learned in the tutorials helped him academically throughout the semester. “They just told me that I really do need to try my best and that my best actually is good. I just need to put as much time and effort into it as I possibly can and that I shouldn’t look down on myself as much as I usually would. I don’t really know how to explain that. I feel more capable.”

The majority of the positive feedback surrounded learning about concepts they were not familiar with and being able to apply them to their lives. A few students specifically mentioned attempting to change their mindset after interacting with the tutorials. In addition to the content, Danny shared that he enjoyed how the tutorials were constructed. He explained by stating, “I think the entire layout of the how it was set up was great. Everything you needed was right there. The videos were right there. You didn’t need to go to another site or anything (student personal interview, Danny).”

Despite an overwhelming support for the tutorials, one student in particular did not find the tutorials to be of great assistance to her during that given semester. Angelene stated she did

not feel they helped her this particular semester and added, “Ummmm, not really this semester because I am trying to take it easy and trying to figure things out. I don’t want to overload myself. They will help me in school though” (student personal interview, Angelene). As Angelene clarified, as noted, she felt the tutorial content will help her academically in the future.

Immediate applicability of concepts to academic life. When taking Angelene’s statement into consideration, all student interview participants stated that the GEMM concepts they learned would help them academically. Rebecca continued by stating: “All of them have had some type of outcome on my academics this semester. I’ve had more positive outlooks as well as motivation and I’ve learned to overcome challenges and barricades and I’ve seen a light at the end of the tunnel which has given me more motivation to reach my goals (student personal interview, Rebecca).”

Several students spoke enthusiastically about their performance or newfound focus on academics. One student, Blake, exclaimed, “Last semester I didn’t do very good. And this semester I actually got a B in math. I haven’t had a B in math since, like, the 3rd grade. And now I’m in college and getting B’s in college” (student personal interview, Blake). Many of the students mentioned the positive outlooks they had gained upon completing the tutorials. One of the students, Stacy stated, “previously I wouldn’t go to counseling or anything because I felt like, oh they are just going to bring up my high school transcripts and be like, okay well maybe you should take, and... it was really uncomfortable and this hellish scene in my mind, but the reality of it really brought my actual schoolwork into a new light where it wasn’t going to be as judgmental as I’ve been on myself (student personal interview, Stacy).

A common theme throughout the student action plans as well as the personal student interviews was that students are embarrassed by their poor academic performance and would

rather avoid the situation that confront it. As Stacy mentioned, prior to participating in the workshop and the tutorials, she was avoided going to see a counselor because she was afraid of being judged or ridiculed. Upon discovering that the process is designed to assist students and not judge them, Stacy shared that she felt much more comfortable participating. Feelings of shame, embarrassment, withdrawal, and avoidance were mentioned by several students throughout this research project.

The importance of maintaining a positive outlook as well as knowing when to ask for help was further expressed by Danny when he shared, “I guess knowing that I need the help has been a big help because I am not ignoring it like I used to (student personal interview, Danny).” Knowing how and where to find help as well as discovering that they are not alone in this process appeared to have brought comfort to many of the participating students. Several students mentioned that they felt relieved when they walked into the mandatory academic probation workshop and recognized that there were other students who were facing the same academic struggles. Without a support system to encourage and guide them throughout these difficulties, many of the students stated they would rather just give up. This feeling was substantiated by Eddie, who shared, “maybe I am just not cut out for school.”

Positivity from tutorial participation does not mean greater success. Despite the fact that 100% of the GEMM tutorial intervention students stated they found the tutorials helpful, and personally felt that they helped them academically, when compared to students who did not participate in the interventions, they were no more likely to remove their academic probation status than were the students who did not participate in the interventions. Due to the overwhelming support of the tutorials as well as the personal perception that these tutorials were useful, it would likely be worthwhile to revise the tutorials based upon student feedback prior to

future use. Allowing students to have access to tutorials that they personally feel are valuable, despite not increasing the likelihood of successful academic probation status removal, may still have merit.

Logistic Regression Predicting Academic Probation Removal

Of the 297 students who properly consented to participate in the GEMM surveys given prior to the beginning of the Spring 2016 semester, 223 had Fall 2015 A1 academic standings. Academic standings are not calculated until a student has completed 12 units at Pismo Beach City College. After completion of 12 units, Pismo Beach City College calculates academic standing at the end of every Fall and Spring semester. An A1 academic probation placement indicates that the student has completed 12 units at Pismo Beach City College and has a GPA that has fallen below a 2.0. The A1 status identifies that this particular student is on academic probation, first semester. An additional 29 students were actually identified as being in P1 status. Progress probation is determined when 50% of the total units taken at Pismo Beach City College have resulted in withdrawal (W), incomplete (INC), or no pass (NP) notations. The P1 identifies a student who is in progress probation, first semester.

An additional 74 students did not have a status, which indicates that they failed to enroll in the Spring 2016 semester after having completed the workshop, and 1 student did not have a standing meaning they did not enroll in a sufficient amount of units. Out of the 194 students who completed the survey and were properly identified as A1 status, a total of 40% (78) successfully removed their academic probation status during the Spring 2016 semester. Fifty-two percent (104) of the students were placed into A2 probation status during the Spring 2016 semester. An A2 placement indicates that a student is on second semester academic probation and is subject to dismissal. Eleven students did not have a standing for Spring of 2016, therefore

resulting in a final analytic sample of 182 students. A total N of 23 participants completed the post-survey which was given at the end of the semester. Of these 23 participants, 13 completed the tutorial interventions. Of the 13 who completed the tutorial interventions, two students were actually in P1 status instead of A1 status, and one submitted a blank post-survey. As a result, the final results were based upon a comparison of 10 tutorial intervention students compared to the 194 A1 students who did not complete the tutorial interventions. These findings were calculated from pre-survey data. (Table 4.2).

Table 4.2. Logistic Regression predicting good standing in subsequent semester among all A1sVariables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
BB tutorial intervention participant	-.767	.724	1.123	1	.289	.465
GENDER	.115	.316	.133	1	.715	1.122
AGE	-.060	.121	.246	1	.620	.942
LATINO	-.473	.344	1.888	1	.169	.623
FILIPINO	-1.059	.885	1.430	1	.232	.347
ASIAN	-.069	.867	.006	1	.937	.933
BLACK	-2.610	1.080	5.835	1	.016	.074
Other/Unknown	1.022	1.191	.736	1	.391	2.778
Constant	.230	.455	.255	1	.613	1.259

a. Variable(s) entered on step 1: A1 in FA2015 & Blackboard & Survey#3 & Active enrolled in SP2016 & have SP16CALCAS, GENDER, AGE, LATINO, FILIPINO, ASIAN, BLACK, Other/Unknown.

When controlling for background and demographic characteristics, a logistic regression analysis found that students who participated in the tutorial intervention were not significantly more or less likely to remove themselves from academic probation compared to their peers who did not take part in the intervention. Table 4.5 does identify a statistically significant result related to race/ethnicity. African American students were significantly less likely to successfully remove their academic probation status compared to their White peers. No other racial/ethnic differences were statistically significant. Additionally, the model did not find a statistically

significant difference between men and women in their likelihood to come off academic probation.

Mean Comparisons for GEMM

Using data collected from the GEMM inventory, overall means were calculated for each of the grit, academic self-efficacy, mindset and motivation measured based upon data collected from the pre-survey. The number of participants varied depending upon their completion of that particular section on the GEMM inventory. In addition to calculating the means for all of the GEMM variables, the means were compared between the students who participated in the tutorial interventions and those who did not participate in the interventions.

Table 4.3a. Mean Comparisons for (GEMM) grit, academic self-efficacy, motivation, growth mindset, for those who participated in the online tutorial intervention and those that did not (all other A1 academic probation status students).

		N	Mean	Std. Deviation	Std. Error Mean
SEavg1	All Other A1s	159	2.7332	.42583	.03377
	BB Participant	9	2.6204	.43722	.14574
MOTIVavg1	All Other A1s	169	3.8757	.47771	.03675
	BB Participant	10	3.9929	.59233	.18731
GROWTHAVG1	All Other A1s	176	4.0511	.80430	.06063
	BB Participant	8	3.9167	.52705	.18634
GRITavg1	All Other A1s	168	3.3710	.60637	.04678
	BB Participant	10	3.3111	.57568	.18205

Table 4.3b. t-test results for the Mean comparisons above

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
SEavg1	.773	166	.441	.11286	.14609	-.17558	.40130
MOTIVavg1	-.743	177	.458	-.11712	.15758	-.42810	.19386
GROWTHAVG1	.468	182	.641	.13447	.28754	-.43288	.70182
GRITavg1	.304	176	.761	.05992	.19688	-.32862	.44846

Evaluation of the mean comparisons of all GEMM variables between students who participated in the tutorial interventions and those who did not participate was conducted using a t-test. Upon review, it was found that there was no significant difference in the mean scores of grit, academic self-efficacy, motivation, and mindset between the students who participated in the tutorial interventions and those that did not participate in the tutorial interventions (Table 4.3).

Tutorial Interventions: A Comparison of the GEMM Inventory Scores Before and After

To identify if completing the tutorial interventions significantly impacted the GEMM scores of participants, the pre-test and post-test GEMM inventory scores were compared for 10 out of the 13 students who completed the tutorial interventions. Two out of the three students who were not included in the comparison were found to be in P1 probationary status instead of A1 and the third student did not complete the GEMM post-test.

Table 4.4. Paired t-test-Scores before and after for the 10 students who participated in the BB workshops

		Mean	Std. Deviation	Std. Error	95% Confidence Interval		t	df	Sig.
				Mean	Lower	Upper			
Pair 1	GROWTHAVG1 - GROWTHAVG2	.66667	.75593	.26726	.03469	1.29864	2.494	7	.041
Pair 2	SEavg1 - SEavg2	-.17708	.22466	.07943	-.36490	.01074	-2.229	7	.061
Pair 3	MOTIVavg1 - MOTIVavg2	.16429	.32306	.10216	-.06681	.39539	1.608	9	.142
Pair 4	GRITavg1 - GRITavg2	.32222	.51971	.16435	-.04955	.69400	1.961	9	.082

When evaluating the data, positive mean scores indicate that the scores on the GEMM pre-test were higher than the scores on the GEMM post-test that was taken after the tutorial intervention. Negative mean scores suggest that the post-survey score was higher than the pre-survey score. Using a paired t-test to compare the pre and post-tests, significant differences

appeared for both growth mindset and academic self-efficacy. With an overall mean of .66667, a significant difference of .041 was found for changes in growth mindset scores. This finding indicates that students had a statistically significant drop in their growth mindset scores after participating in the tutorial interventions. By contrast, academic self-efficacy scores increased after the participating in the tutorial interventions. The overall comparison mean was a -.17708 with a significance of .061, indicating that participating students demonstrated a moderate difference between the GEMM pre and post-tests when assessing for academic self-efficacy, despite not being statistically significant based upon a $p = .05$. Significant differences were also not found for measures of grit or motivation (Table 4.4).

Predicting Successful Academic Probation Removal by Assessing GEMM

Logistic regression was used to evaluate if any of the GEMM variables correlated with successful academic probation removal. Scores from the GEMM pretest were correlated with successful academic probation status removal for 194 A1 students. Successful academic probation status removal was calculated by determining which students were placed back into good standing upon completion of the Spring 2016 semester. A significant correlation was found for academic self-efficacy with an overall significance of .022, which suggests that students who had greater confidence in their academic abilities at the start of the spring 2016 term were more likely to successfully remove themselves from academic probation by the end of the term compared to their peers with less academic self-efficacy. None of the other GEMM measures provided significant results when attempting to correlate scores as a predictive measure of successful academic probation status removal (Table 4.5).

Table 4.5. Logistic Regression predicting Good Standing (n=194)

	B	S.E.	Wald	df	Sig.	Exp(B)
GENDER	-.003	.378	.000	1	.994	.997
AGER	-.207	.165	1.572	1	.210	.813
LATINO	-.338	.412	.673	1	.412	.713
ASIAN	-.899	1.536	.343	1	.558	.407
BLACK	-21.338	17518.769	.000	1	.999	.000
FILIPINO	-.854	.974	.769	1	.381	.426
Other/Unknown	21.460	21867.223	.000	1	.999	2088585820.000
GRITavg1	-.276	.377	.537	1	.464	.759
MOTIVavg1	.340	.454	.562	1	.454	1.405
SEavg1	1.299	.568	5.226	1	.022	3.667
GROWTHAVG1	-.310	.263	1.388	1	.239	.733
Constant	-2.035	1.837	1.227	1	.268	.131

a. Variable(s) entered on step 1: GENDERR, AGER, LATINO, ASIAN, BLACK, FILIPINO, Other/Unknown, GRITavg1, MOTIVavg1, Seavg1, GROWTHAVG1.

b. Reference group = White

Summary

Overall, several interesting findings were discovered in this multi-method research study. Assessments of grit, academic self-efficacy, mindset, and motivation proved to be beneficial as well as interesting when analyzing their relationship with successful academic probation status removal. Student responses on contributing factors on the action plans gave insight to the student perspective on what they personally feel is contributing to their academic difficulty. Participation in tutorial interventions on GEMM concepts as well as the personal student interviews also yielded some useful findings. Further examination of how these findings may impact student success will be identified within Chapter 5.

Chapter Five: Discussion

This mixed methods study assessed the relationship between metacognitive factors (e.g., grit, academic self-efficacy, mindset, motivation) and the successful academic probation status removal among first semester (A1) academic probation community college students. Tutorial interventions based upon grit, academic self-efficacy, mindset, and motivation were also designed, developed, and deployed to examine whether participation in the tutorials correlated with students' increased likelihood of successfully removing themselves from academic probation and to assess students' perceptions of such an intervention's utility, strengths, and weaknesses. The use of a mixed methods design allowed for multiple sources of data and varying analytic techniques to be integrated in an effort to more fully understand the experiences of academically at-risk community college students and the possibilities that interventions emphasizing metacognitive skills have for facilitating this population's academic success. This chapter contextualizes the study's results in the broader literature about academically at-risk community college students, interventions aimed at facilitating their success, and the possibilities contained in reframing notions of success to include metacognitive skills. I then provide recommendations for community college administrators, staff, and faculty as well as directions for future research.

Summary of Results

The vast majority (85%) of students participating in the academic probation workshop found the workshop's content uninteresting. Similarly, 89.2% of participants in the face-to-face version of the workshop did not rate the need to understand the content of the workshop as being important. These findings contrasted sharply with interview participants' views about the effectiveness of the academic probation workshop. Most interviewees indicated that attending

the academic probation workshop was beneficial to their academic experience, as the workshop alleviated feelings of isolation in being on academic probation, provided direction to students who had not established a strong sense of academic purpose, and established connections between students and critical campus resources.

In addition to completing surveys during the workshop, students also filled out action plans that encouraged them to consider their next steps with respect to their academic pathways while also asking them to reflect on the key factors that contributed to their academic struggles. Personal and relationship issues, which include financial challenges, family emergencies, and mental illness, ranked as the most common category for students' responses to the section about the factors contributing to their academic difficulties. Other common themes included procrastination, lack of motivation, and working too many hours.

Students who completed the tutorials and participated in an individual interview indicated that they found the tutorials to be helpful both personally and academically. Students stated they found the videos, both TED talks and personal student interviews to be the most beneficial. Despite the positive response to the tutorial interventions, students who completed the interventions were not more likely to successfully remove their academic probation status than were the students who did not participate based upon the results of a logistic regression.

At the end of the Spring 2016 semester, 40% of the 194 A1 students who consented to participate in the study had successfully removed their academic probation status and were placed into good standing. Results from a logistic regression analysis indicated that academic self-efficacy positively correlated with academically at-risk students' likelihood of returning to good standing by the end of the semester. None of the other GEMM measures proved to be significant. A separate model that controlled for students' demographic characteristic and tested

whether tutorial participation correlated with an increased likelihood of coming off academic probation suggested that African American students were significantly less likely to return to good standing than other students.

Discussion of Findings

The Persistence and Evolution of Factors Leading to Academic Probation

A substantial body of research has focused on students who are considered to be “at risk” for academic difficulty as a result of displaying deficiencies in specific skill sets or courses. According to Santa Rita and Scantron (2001), many of these students have low incoming high school grades and a lack of familiarity of the overall academic process when entering the college system. As a result, many of the students are not prepared for the academic rigor that is necessary to be successful in a college setting (Venezia & Kirst, 2005).

Despite the strong focus within the literature that students are underprepared upon entering college, students who submitted action plans and/or participated in personal interviews did not emphasize feeling that they were not academically prepared for the college setting. However, several of the common themes contributing to academic challenges that study participants identified in their action plans corresponded with traits reported by researchers over the past 40 years (Demetriou et al., 2011; McGrath & Burd, 2012; Mellor, Brooks, Gray, & Jordan, 2015; Pitcher & Blaushild, 1970). Whereas earlier studies emphasize a connection between students’ lack of preparation, lack of potential, and poor language functions as top contributors to academic challenges in college, participants in this study emphasized personal and relationship issues, test anxiety, and a reluctance to ask for help as primary factors leading to their academic probation. However, several themes identified by this study’s participants connected to persistent traits associated with academic challenges in the literature, including lack

of goal clarity, competing priorities (e.g., choosing between work and school), and lack of responsibility for managing time and obligations.

Reimagining Interventions to Address Changing Student Needs

Prior research and intervention strategies focus heavily on the lack of academic preparation as well as developing skill sets around time management, study skills, and resource location (Kirk-Kuwaye & Nishida, 2001; Balduf, 2009, Boretz, 2012). These traditional interventions contributed to academic performance gains; this study's participants reported in their action plans and interviews that current institutional programs fail to address many of the critical challenges students attribute to their academic struggles. For example, students indicated that the majority of their academic difficulty resulted from personal and relationship issues instead of problems related to the traditional intervention strategies previously noted.

Tutorial completers suggested that this study's reimagined intervention that emphasized the value in developing metacognitive skills as a strategy to overcome hardships addressed the limitations of other programs at the institution targeting academically at-risk students. In personal interviews, students also indicated that the academic probation workshop helped them identify personal goals, prepare a plan, and learn about campus resources and policies. Although survey results indicated that students did not find this information helpful or interesting, interviewees described the content delivered within the academic probation workshop as very helpful. The stark contrast between the negative perceptions about the workshop identified in the survey data and the enthusiasm expressed by interview participants may be attributed to the fact that interviewees had additional time to consider the workshop's content and had the opportunity to apply some of the strategies presented at the event during the semester. By contrast, survey

participants rated the workshop as uninteresting and unhelpful when they completed the second pre-survey at the conclusion of the workshop

Contributing Factors and Recommendations for Student Support

Research conducted by Schlossberg (1981) emphasizes the importance of psychosocial factors when trying to help adults in transition, yet none of the current intervention programs available at Pismo Beach City College seems to consider these important personal characteristics. Given that personal issues and relationship issues, including financial difficulties, family issues, and mental illness, ranked as the top factor contributing to participants' academic challenges, current interventions that emphasize traditional notions of inadequate preparation among academically at-risk students likely fail to address the immediate needs of its students.

Students' emphasis on the stress caused by personal and relationship issues suggest the need of academically focused interventions to include psychological and mental health components that first acknowledge the validity and prevalence of these concerns and subsequently connect students to on- and off-campus resources equipped at assisting students in working through these issues. According to Katz and Davison (2014), there is a documented increase in the severity of psychological problems among college students; however, many students do not receive necessary services despite having access to campus mental health providers and insurance to cover their services (Sontag-Padilla, Woodbridge, Mendelson, D'Amico, Osilla, Jaycox, Eberhart, Burnam & Stein, 2016).

Participants in this study described how stress associated with personal issues, living situations, and family emergencies negatively affected their academic performance in college. Several students shared that they were struggling with personal relationships, living conditions, anxiety, or depression. Katz and Davison (2014) also note that encountering academic difficulty

can exacerbate psychological stress. These findings underscore the importance of providing the appropriate psychological supports as well as coordinating campus-wide communication of the availability of these services to help students work through their personal, psychological, and academic struggles.

In addition to learning about the campus resources and the process of academic probation, students need to have access to mental health services which help them address their personal and relationship issues. To date, all of the interventions have focused on skill sets or academic difficulties such as the need for remediation courses. It is possible that as important as these attempts are, that the underlying factor that is heavily impacting student performance is being missed. Without the resources to adequately and effectively cope with significant stress associated with personal and relationship issues, students lose their ability to focus on the academic demands of their coursework. As a result, they end up on experiencing academic difficulty and the immediate response is an attempt to resolve the academic issues. Beneath all of the academic struggles are some serious psychosocial issues that are impacting every aspect of their lives.

Improving Institution-Initiated Communication with Students

One unexpected finding from this study was the incredible difficulty I had in executing the original research design. Previously, I described challenges associated with the change in funding provided by the site. I was perhaps more surprised by the challenges I had in first reaching students via email and subsequently convincing them to agree to participate in the study. In the beginning of the research study, I emailed the 211 students who expressed interest in participating in the GEMM intervention tutorials a minimum of ten times within two weeks. The purpose of the emails was to notify the students that they had been built into blackboard and

were now able to access the tutorial interventions. All students were contacted via their Pismo Beach City College student email accounts, which they provided on their consent forms. The first challenge in following up with these students resulted from the fact that many of the students did not know their student email addresses or they wrote it incorrectly on the consent forms.

In order to assess how many students were attempting to access the tutorial interventions within Blackboard, I ran a student activity report on all participants. This report allowed me to review who had accessed the tutorials, how much time they spent in each section of the Blackboard shell, and if any of the tutorial work had been completed. Due to the low access rates, I then decided to attempt to contact the students via individual text message. Individual text messages were sent to all 211 participants notifying them that the tutorials were now available within the Blackboard shell and to contact me regarding their continued interest in participating in the study.

After a week of continuing to attempt to contact these 211 students, 180 of them were either no longer interested in participating or they did not respond to the email or text attempts to reach them. A total of 31 students out of the 211 committed to participate. In the weeks following, these 31 students were contacted on a regular basis reminding them of deadlines for tutorial completion, setting up a meeting for the final interview, etc. At the end of the study, only 13 of the 31 actually completed the tutorials. More than half (18) of those who committed simply did not follow through.

Recognizing early on that communicating with the students via their student email accounts was limiting the participation in my study, I realized that it would better serve the students if all instructors included instructions on how to link their student email accounts to an

email account they access more frequently within their syllabus. This would be a great service to many students and may increase the likelihood of students receiving important campus messages and deadlines, including notifications from their instructors. Various other communication efforts could be implemented including texting notifications, social media announcements, campus marque displays, billboard postings, and traditional postal service mailings.

Implications and Recommendations for Future Research

The findings from this study suggest that students on academic probation may in fact benefit from tutorial interventions based upon GEMM concepts. The quantitative portion of this study supports the relationship between an increased level of academic self-efficacy and successful academic probation status removal. The qualitative portion of this study demonstrated that all of the participating students perceived the GEMM tutorial interventions to be of benefit. Due to the low participation rates and lack of follow-through, I feel that it would be beneficial to examine the pros/cons of compulsory vs. voluntary interventions for students on academic probation. Institutional policies would need to be revised accordingly if the tutorial interventions were to be mandated. Considerations would need to include who would serve as an advisory faculty member throughout this tutorial delivery process, if the students would receive academic credit for participation, and what would qualify as completion as well as what the consequences of failure within a mandated program would be.

Practical implications would include changes to student assessments to include GEMM measures. This could be completed at the time of the academic probation workshop, or prior to a student displaying academic difficulty. Intervention measures could be improved to go beyond addressing the perception of under-preparation by ensuring that the program addresses the whole

student, including psychological and financial concerns. The current tutorial interventions could be modified according to the suggestions made by the participants of this research study.

The mandatory academic probation workshop could be modified based upon both the findings of the quantitative and qualitative portions of this study. Due to the overwhelming support and enthusiasm for the student interview videos, I strongly suggest that some of those videos be included within the mandatory academic probation workshop. Many of the students praised the student interview videos because of the relatability to their own lives as well as the inspirational content. Including these videos in the mandatory academic probation workshop may positively impact the participants.

Future research recommendations would include the continuation of examining the relationship between GEMM measures and other traditional measures of college success. The lack of statistical significance on some of these measures demonstrated within this study may in fact be due to the lack of sufficient participation. The GEMM survey and the research protocol could both be modified for future research. The connections between mental health concerns, academic probation, and campus interventions, targeting specific populations (e.g., women, racial minorities) could be explored in greater depth to see whether their experiences differ from what was found within this research study.

To assess whether the tutorial interventions based upon GEMM concepts correlate with successful academic probation status removal, the tutorials could be required as part of the academic probation process to assess if a higher percentage of students return to good standing when compared to historical data. If tutorial content is found to be beneficial to student success, changes could be made campus wide to include GEMM concepts within course materials.

Participation rates could also be assessed by utilizing a preferred email account as a communication resource instead of the default campus email account. Participation rates could be compared to this study which included student email accounts instead of preferred to evaluate if there is a significant difference between the two studies. If, in fact, participation does increase due to use of personal or preferred email accounts, the recommendation would be made to allow students to include a preferred email account in their student profile instead of the default campus email.

The institutional policy to only communicate via the default student email accounts instead of an email account that a student is identified as being preferred, may in fact be contributing to academic probation placement. If students are not receiving vital course materials or updates from their instructors, due to the fact that information is being sent to their campus email, their academic performance may suffer as a result. This is a potential avenue of future study that if shown to be of significance or importance, may in fact increase the likelihood of student success and help prevent some students from being placed on academic probation in the first place.

Limitations of the Study

Low Participation Rates

Poor participation rates and lack of follow through drastically limited the outcome of this study. Originally there were 706 students who attended the mandatory workshops and were offered the opportunity to participate. Many of the students who indicated they wanted to participate did not fill the consent form out correctly. Several of the participants did not include their name on their consent form or they only filled out a portion of it. Other students did not turn

in their consent forms despite turning in their surveys. At the end of the study, only 13 students actually followed through with completing the tutorial interventions.

The poor participation rates made statistical analysis of the data challenging. The results would have been much more robust if more students had completed the surveys or participated in the tutorial interventions, and larger sample sizes would lead to greater opportunities for more nuanced comparisons between tutorial intervention participants to those students who did not participate. Due to the fact that participation in the tutorials was voluntary and the tutorials were in an online environment, students lacked a strong sense of obligation or responsibility to participate. Financial incentives were offered, which appeared to motivate some students.

Changes in Financial Incentives

Prior to the start of the study, funding had been secured that allowed for each student to receive \$25 per tutorial (\$100 total for completion of all tutorials) and \$50 to participate in the focus group. As a result, each participant could earn up to \$150 in Barnes & Noble gift cards for participating in the study. Shortly after this agreement was made, the institution reallocated funding to other projects, drastically reducing available resources for this study.

Due to changes in financial resources, students were instead offered \$10 in a Barnes & Noble gift card for the first two tutorials, and \$15 in Barnes & Noble gift cards for the last two tutorials. As a result, students could now earn \$50 in gift cards in comparison to the original proposal of \$100 in gift cards. Students were also offered a \$25 Barnes & Noble gift card to complete the student interview instead of the original offer of 50.00. Students were also given a \$5 Starbucks gift card for completion of the GEMM post-test, which was administered online via Survey Monkey. The changes in financial resources occurred prior to participation in the tutorials. All students were notified of the financial changes through the Blackboard shell. An

announcement was posted in Blackboard regarding the funding changes, a document including the funding allocations was kept within Blackboard, and an email was sent to interested participants via their student email. In addition, all students signed an informed consent form prior to participating in the funded portion of the study.

It is possible that the reallocation of funds impacted participation rates. Despite relentless efforts to increase participation, the overall lack of follow through within the research population greatly impacted this study. Determining which factors impact the likelihood of participation or are linked to the lack of follow through is a topic that would be well suited for future research.

Changes in the Structure of the Study

As mentioned previously, due to low participation and follow through rates, the design of the study had to be modified slightly for the purpose of adapting to the circumstances. In the original research design, students were supposed to participate in focus groups of ten students or less. A maximum of 5-6 focus groups were planned for an overall total of approximately 50-60 participants. Due to low participation rates, the study design was quickly modified to include personal student interviews instead of focus groups.

The main drawback to this structural design change was the low number of participants. Overall, a total of 13 students were interviewed. Despite this change, the personal student interviews proved beneficial for this particular study. Students appeared to be comfortable in their surroundings and were able to speak freely. I met with each of the students individually for approximately 30 minutes to an hour. Having students participate in personal interviews allowed for a more private setting in comparison to the group setting of participating in a larger focus

group. The students did not have to be concerned about being identified within a group or being labeled by others as a student who was on academic probation.

Upon reflection, the personal student interviews were most likely a better fit for the intent, design, and content of this particular study. Unlike a focus group environment, the personal interviews allowed for a lot of detail regarding their personal experience as a student on A1 academic probation as well as their personal perception and evaluation of the four GEMM tutorial interventions. Participants spoke freely about how they could relate to the personal stories that were shared in the GEMM tutorial intervention student interviews. Participating students went into a level of personal detail and disclosure that I strongly do not feel would have been reached within a focus group environment.

The personal interviews allowed for audio recordings that were clear and precise without attempting to decipher who other participants were or having deficits in audio quality due to a larger group setting. The one-on-one environment also allowed me the opportunity to spend more time with each of these students individually and build a stronger rapport with them. The semi-structured interview format allowed all of the predetermined interview questions to be asked, yet many of them were open-ended in nature. As a result, many of the questions prompted students to discuss their experiences openly and in detail.

Overall Summary & Self-Reflection

Despite the complexity of organizing this study and coordinating efforts among the counseling department, matriculation, the institutional research office and development department, the students on A1 academic probation, donors who supported this study, and myself, this study was a rewarding process. Reflecting upon my personal role as a researcher, this was a difficult study to complete.

An extensive amount of time was taken to design the study in a way to that would be conducive of the community college environment. Administering the GEMM pre-tests 1 & 2 in the mandatory academic probation workshop proved to be beneficial. This environment allowed me to reach all of the students on A1 academic probation who intended to enroll in the following semester. If given the opportunity to complete this study again, I would use the same format with the delivery of the GEMM pre-tests 1 & 2.

The online GEMM tutorial delivery was also best suited for the community college environment because it allowed a large number of students to participate at any given hour of the day, from any location. Despite these benefits, and the overall positive response to the tutorials, participation was low. As mentioned previously, funding changes for financial incentives may have impacted participation. Another consideration is that students were contacted via their student email accounts. It quickly became apparent that students do not frequently check their student email accounts, and this created a hardship in communication efforts. If additional contact data would have been requested on the informed consent form, including a preferred email address instead of their mandated campus email address, participation rates may have been strengthened.

Identifying these challenges has helped me understand how I would change the study if given an opportunity to complete it a second time. I would ask for several forms of contact information in the consent form. In addition, I would include personal interviews instead of the originally planned focus groups. I strongly feel that the personal interviews were a benefit to this research study. I would also change the verbiage to the survey questions pertaining to the respondents' reactions to the workshop relevance. I feel that the wording "not much like me,"

and “not at all like me,” may have been confusing to the students and may have impacted the findings as a result.

This study also taught me that, despite having a solid research design foundation in place and over 800 potential participants, studies do not always go as planned, no matter what extent of effort has been put forth. Additional reflection has allowed me to evaluate which personal characteristics were beneficial to the completion of this research project. Due to the challenges of working with this particular community college student population, as well as the changes to the research design, I had to rely heavily upon my own personal levels of perseverance and resiliency. The ability to be flexible with unforeseen changes, as well as to utilize heightened levels of patience, helped me to persist towards project completion.

The findings that emerged from this study allow for future research and development within the academic probation population. Instead of focusing only on particular skill sets that are mainstream such as time management skills and study skills, or the lack of academic preparedness, which may all be true or untrue dependent upon the individual student, I think it is important to recognize the importance of academic self-efficacy as well as the need for student support. Developing and implementing a mentoring program as well as emphasizing the importance of campus support resources and utilizing preferred email accounts instead of the mandated campus email system would be a valuable asset in ensuring a greater likelihood of student success.

Appendices

Appendix A

Academic Probation Workshop Survey Instructions

Dear Counselors,

Thank you for helping with the distribution and collection of this survey. There are two (2) surveys. The first survey has to be given BEFORE the workshop and the second is to be given AFTER the workshop. Please provide students with a copy of the statement below with their pretest. Read the instructions to the students and collect the surveys as soon as they are completed. Do not provide any additional information about the survey/study.

Please let all of the students know that there will be opportunities to participate in additional research during the Spring 2016 semester and they would be compensated for their time. If they are interested, please make sure they indicate so on their survey form. Please include all surveys with your rosters and turn in your completed packets accordingly.

Step 1: (before workshop)

Student Statement & PreTest

Step 2: (after workshop)

Please read the following:

Dear Pismo Beach City College Student,

Students who are participating in the Academic Probation Workshops are being asked to participate in a research project through UCLA being conducted at Pismo Beach City College. Your participation in this survey is voluntary. The survey will take approximately 10 minutes prior to the workshop and about 5 minutes after the workshop. Your responses are important in helping information us about academic probationary guided learning activity interventions as well as your own personal traits and characteristics as a student. All responses will remain confidential and none of the names of the research participants will be disclosed. Your participation is appreciated.

Please write your student ID on the survey as well as your name and if you are willing to complete the survey. If you chose not to participate in the survey, please sit quietly while the rest of the students complete the surveys. If you would like to participate in further research during the Spring 2016 semester and be compensated for your time, please indicate "yes" that you would like to participate in additional research. Please make sure you answer all questions and bubble in your answers completely. Thank you. ☺

Appendix B

ACADEMIC PROBATION RESEARCH STUDY INFORMATION SHEET

Dear Pismo Beach City College Student,

My name is Tammy Mahan and I currently working on my doctorate degree at UCLA. I am conducting a study that is focused on students who are on academic probation. Your participation in this survey is voluntary. Your responses are important in helping to inform us about academic probation tutorial interventions as well as your own personal traits and characteristics as a student. All responses will remain confidential and none of the names of the research participants will be disclosed. Data will be recorded and maintained within the research repository at the Institutional Research Department at College of the Canyons.

Your participation will involve completing three surveys. You will receive the first two surveys in your academic probation workshop (pre and post survey). The final survey will be a follow-up survey that will be emailed to your Pismo Beach City College student email address on **May 1, 2016**. Student names and ID's are needed to match the pre and post surveys as well as to access other institutional data including student enrollment, demographics, and final semester grades. The results of the study may be published but your identity will not be disclosed.

If you agree to participate in this research study, please sign the consent form and complete the surveys. If you would like to participate in additional research and be compensated for your time, please indicate so on your consent form.

Participating in additional research would include reviewing four online tutorials that are approximately one hour in duration. All tutorials were designed to help students who are on academic probation. Students who agree to participate in tutorial reviews will be contacted via their student email accounts on **March 15, 2016** with additional information about gaining access to the tutorials. Students who participate in the tutorial reviews will also have an opportunity to be randomly selected to participate in focus groups which will be evaluating the effectiveness of the tutorials. Compensation will vary depending upon participation. Students who participate in tutorials as well as a focus group can earn up to a total of 75.00 which will be awarded in a gift card.

*Please note, original funding sources have changed and not as many resources are currently available as originally had planned. Originally I thought I would have 125.00 per student available, and I currently only have funding for 75.00 per eligible student.

You can earn a 10.00 Barnes & Noble Gift Card for both your 1st and 2nd tutorial completion (must complete the exit survey in order to qualify). You can earn a 15.00 Barnes & Noble gift card for both your 3rd and 4th tutorial completion (must complete the exit survey in order to qualify). You can also earn an additional 25.00 Barnes & Noble Gift Card for your participation in the closing focus group which will take place on the Pismo Beach City College Campus and will take approximately 1 hour. To summarize, please see the following distribution chart.

If you complete 1 tutorial, you will earn a 10.00 Barnes & Noble gift card (must complete exit survey). Therefore, 10.00 total for your involvement.

If you complete 2 tutorials, you will earn TWO 10.00 Barnes & Noble gift cards (must complete exit survey). Therefore, 20.00 total for your involvement.

If you complete 3 tutorials, you will earn TWO 10.00 Barnes and Noble gift cards as well as a 15.00 Barnes & Noble gift card (must complete exit survey). Therefore, 35.00 total for your involvement.

If you complete all four tutorials, you will earn TWO 10.00 Barnes & Noble gift cards as well as TWO 15.00 Barnes and Noble Gift Cards (must complete exit survey). Therefore, 50.00 total for your involvement.

If you complete all four tutorials you will be invited to the focus group where you can earn an additional 25.00 Barnes & Noble Gift Card.

Each tutorial will be given online within the Blackboard shell. Each tutorial is approximately 1 hour long with content plus videos and interactive activities. Upon completion of the tutorial you will be asked to take an assessment on the tutorial. This will be given in Blackboard. You will receive notifications on where to locate all materials and how to proceed. Prior to beginning the tutorials you will need to complete your digital consent form. At the end of the tutorial period you will need to complete the exit survey in order to receive payment.

Your participation is completely voluntary. It will require a total commitment time of approximately 20 minutes. You can choose not to participate or withdraw from the research study at any time.

If you have any questions about this study, please contact Tammy Mahan, Psychology Professor at (661) 362-5802 or tammy.mahan@canyons.edu. If you have concerns about your participation in this study or your rights as a research subject, please contact Pismo Beach City College's IRB in the Institutional Research, Planning and Institutional Effectiveness office. The phone number is (661) 362- 5329 or email Daylene.Meuschke@canyons.edu. Thank you for your consideration.

Tammy L. Mahan
Pismo Beach City College IRB: SCCCD-2015-7
UCLA IRB: 15-001643

Appendix C

ACADEMIC PROBATION RESEARCH STUDY INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear Pismo Beach City College Student,

Your participation in this survey is voluntary. It will require a total commitment time of approximately 20 minutes. You can choose not to participate or withdraw from the research study at any time.

Your responses are important in helping to inform us about academic probation tutorial interventions as well as your own personal traits and characteristics as a student. All responses will remain confidential and none of the names of the research participants will be disclosed. Data will be recorded and maintained within the research repository at the Institutional Research Department at Pismo Beach City College.

Your participation will involve completing three surveys. You will receive the first two surveys in your academic probation workshop (pre and post survey). The final survey will be a follow-up survey that will be emailed to your Pismo Beach City College student email address on May 1, 2016. Student names and ID's are needed to match the pre and post surveys as well as to access other institutional data including student enrollment, demographics, and final semester grades. The results of the study may be published but your identity will not be disclosed.

If you have any questions about this study, please contact Tammy Mahan, Psychology Professor at (661) 362-5802 or tammy.mahan@canyons.edu.

By signing this form you acknowledge that you understand that you are consenting to participate in the completion of three surveys. Two surveys will be given in the academic probation workshop and the third survey will be emailed to your Pismo Beach City College email on May 1, 2016. Your identity will be kept confidential. Your signature on this form also indicates that you are 18 years old or older and that you give permission to voluntarily serve as a participant in the study described.

- I **accept** the above terms.
 I **do not accept** the above terms.

Do you **agree to allow** the Institutional Research, Planning and Institutional Effectiveness Office to access your Spring 2016 grades and demographic data for the purpose of analysis?

- Yes No

****PLEASE TURN OVER AND COMPLETE THE CONSENT FORM***

Would you like to participate in additional research for this study and be compensated for your time? If you mark yes, please make sure that your student email address is listed below and is legible.

Yes No

Student ID: _____

Student Email Address: _____

Name of Participant: _____

Signature of the Participant: _____ Date: _____

Signature of the Researcher: _____ Date: _____

If you have concerns about your participation in this study or your rights as a research subject, please contact Pismo Beach City College's IRB in the Institutional Research, Planning and Institutional Effectiveness office. The phone number is (661) 362- 5329 or email Daylene.Meuschke@canyons.edu

Pismo Beach City College IRB: SCCCD-2015-7

UCLA IRB: 15-001643

Appendix D

Academic Probation Workshop Survey # 1

Dear _____ Student,

Students who are participating in the Academic Probation Workshops are being asked to participate in a research project through UCLA being conducted at _____ **Your participation in this survey is voluntary.** The first survey will take approximately 10 minutes prior to the workshop and the second survey will take several minutes at the end of the workshop. Your responses are important in helping to inform us about academic probationary tutorial interventions as well as your own personal traits and characteristics as a student. All responses will remain confidential and none of the names of the research participants will be disclosed. Data will be recorded and maintained within the research repository at the Institutional Research Department at _____ Your participation is appreciated.

For each answer, please fill in marks like this: ● **not like this:** ✗ / ☹️ Use pencil or dark ink.

Please answer the following questions prior to beginning this survey.

1. Please write in your 7-digit student ID here:
2. Please write in your name here (Last, First):

3. Please indicate the degree to which each of these statements are like you.

	Very Much Like Me	Mostly Like Me	Somewhat Like Me	Not Much Like Me	Not At All Like Me	N/A
a. I have overcome setbacks to conquer an important challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Setbacks don't discourage me much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My interests change from year to year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. New ideas and projects sometimes distract me from previous ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have achieved a goal that took years of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I have been obsessed with a certain idea or project for a short period of time, but later lost interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have difficulty maintaining my focus on projects that take more than a few months to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I finish whatever I begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate the degree to which each of these statements applies to you.

	Not Well at All	Not Too Well	Pretty Well	Very Well	NA
a. How well can you get professors to help you when you get stuck on schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How well can you get another student to help you when you get stuck on schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How well do you know the resources that are available to you at College of the Canyons (TLC, Library, Computer Lab, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. How well can you finish homework assignments by deadlines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How well can you study when there are other interesting things to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. How well can you concentrate on school subjects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. How well can you take class notes from lecture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. How well can you use the library or TLC to get information for class assignments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. How well can you plan your schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. How well can you remember information presented in class and textbooks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. How well can you arrange a place to study without distractions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. How well can you motivate yourself to do schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Mostly Agree	Disagree	Strongly Disagree	N/A
a. No matter who you are, you can significantly change your intelligence level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your intelligence is something that you can't change very much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You can learn new things, but can't really change your basic intelligence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for participating in this study. If you should have any further questions regarding this study, please contact Tammy Mahan at tammy.mahan@canyons.edu.

Appendix E

Academic Probation Workshop Survey # 2

Dear Student,

Students who are participating in the Academic Probation Workshops are being asked to participate in a research project through UCLA being conducted at **Your participation in this survey is voluntary.** This is a continuation of the survey you took prior to the Academic Probation Workshop. Your responses are important in helping to inform us about academic probationary tutorial interventions as well as your own personal traits and characteristics as a student. All responses will remain confidential and none of the names of the research participants will be disclosed. Data will be recorded and maintained within the research repository at the Institutional Research Department at **Your participation is appreciated.**

For each answer, please fill in marks like this: ● not like this: ✗ Use pencil or dark ink.

Please answer the following questions prior to beginning this survey.

1. Please write in your 7-digit student ID here:
2. Please write in your name here (Last, First):

3. Please indicate the degree to which each of these statements are like you.

	Very Much Like Me	Mostly Like Me	Somewhat Like Me	Not Much Like Me	Not At All Like Me	N/A
a. Compared to other students on academic probation, I expect to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am certain that I understood the ideas taught in the academic probation workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I prefer classwork that is challenging so I can learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It is important for me to learn what is being taught in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Even when I do poorly on a test I try to learn from my mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I think that what I learned in the academic probation workshop is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Understanding the information we learned in the academic probation workshop is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am so nervous during a test that I cannot remember facts that I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate the degree to which each of these statements are like you. (continued)	Very Much Like Me	Mostly Like Me	Somewhat Like Me	Not Much Like Me	Not At All Like Me	N/A
i. I always try to understand what the teacher is saying even if it doesn't make sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. When reading I try to connect the things that I am reading to the things I already know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I work on practice exercises and questions even when I don't have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Even when study materials are dull and uninteresting, I work until I finish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. When I'm reading I stop once in awhile and go over what I have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I work hard to get a good grade even when I don't like a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for participating in this study. If you should have any further questions regarding this study, please contact Tammy Mahan at tammy.mahan@canyons.edu.

Appendix F

GEMM POST TEST (end of semester)

Welcome to the AP Research Study Post-Test Survey

Your participation in this survey is voluntary. It will require a total commitment time of approximately 10 minutes. You can choose to not participate or withdraw from the survey at any time. Your responses are important in helping to inform us about academic probation tutorial interventions as well as your personal traits and characteristics as a student. All responses will remain confidential and none of the names of the participants will be disclosed. Data will be recorded and maintained within the research repository at the Institutional Research Department at Pismo Beach City College. This is the final survey in the study. Student names and ID's are needed to match the pre (given at the academic probation workshop) and post surveys (this survey) as well as to access other institutional data including student enrollment, demographics, and final semester grades. The results of the study may be published but your identity will not be disclosed.

If you should have any questions about this study, please contact Tammy Mahan, Psychology Professor at (661) 362-5802 or tammy.mahan@canyons.edu.

By clicking "I agree" you are acknowledging that you agree to the terms mentioned within and that you are consenting to participate in this survey. Your identity will be kept confidential. Your acknowledgement also indicates that you are 18 years or older and that you give permission to voluntarily serve as a participant in the study described.

* 1. Please ACCEPT or DO NOT ACCEPT the above terms.

- I ACCEPT the above terms.
- I DO NOT ACCEPT the above terms.

GEMM POST TEST (end of semester)

Introduction

Dear Pismo Beach City College Student,

Students who are participating in the Academic Probation Workshops are being asked to participate in a research project through UCLA being conducted at Pismo Beach City College. Your participation in this survey is voluntary. This survey will take approximately ten minutes to complete. Your responses are important in helping to inform us about academic probationary tutorial interventions as well as your own personal traits and characteristics as a student. All responses will remain confidential and none of the names of the research participants will be disclosed. Data will be recorded and maintained within the research repository at the Institutional Research Department at Pismo Beach City College. Your participation is appreciated.

* 2. Please write in your 7-digit Student ID here.

* 3. Please write in your name here (Last, First):

*** Your 7 digit Student ID and Name (Last, First) are required to complete this survey.**

4. Please indicate the degree to which each of these statements are like you.

	Very Much Like Me	Mostly Like Me	Somewhat Like Me	Not Much Like Me	Not At All Like Me	N/A
I have overcome setbacks to conquer an important challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setbacks don't discourage me much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interests change from year to year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New ideas and projects sometimes distract me from previous ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have achieved a goal that took years of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been obsessed with a certain idea or project for a short period of time, but later lost interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty maintaining my focus on projects that take more than a few months to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I finish whatever I begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please indicate the degree to which each of these statements applies to you.

	Not Well at All	Not Too Well	Pretty Well	Very Well	N/A
How well can you get professors to help you when you get stuck on schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you get another student to help you when you get stuck on schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you know the resources that are available to you at College of the Canyons (TLC, Library, Computer Lab, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you finish homework assignments by deadlines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you study when there are other interesting things to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you concentrate on school subjects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you take class notes from lecture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you use the library or TLC to get information for class assignments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you plan your schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you remember information presented in class and textbooks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you arrange a place to study without distractions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you motivate yourself to do schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Mostly Agree	Disagree	Strongly Disagree
No matter who you are, you can significantly change your intelligence level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your intelligence is something that you can't change very much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can learn new things, but can't really change your intelligence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please indicate the degree to which each of these statements are like you.

	Very Much Like Me.	Mostly Like Me.	Somewhat Like Me.	Not Much Like Me.	Not At All Like Me.	N/A
Compared to other students on academic probation, I expect to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am certain that I understood the ideas taught in the academic probation workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer classwork that is challenging so I can learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to learn what is being taught in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when I do poorly on a test I try to learn from my mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that what I learned in the workshop is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the information we learned in the academic probation workshop is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am so nervous during a test that I cannot remember facts that I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Like Me.	Mostly Like Me.	Somewhat Like Me.	Not Much Like Me.	Not At All Like Me.	N/A
I always try to understand what the teacher is saying even if it doesn't make sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When reading I try to connect the things that I am reading to the things I already know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work on practice exercises and questions even when I don't have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
even when study materials are dull and uninteresting, I work until I finish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm reading I stop once in awhile and go over what I have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work hard to get a good grade even when I don't like a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GEMM POST TEST (end of semester)

Thank you

Thank you for participating in this study. If you should have any further questions regarding this study, please contact Tammy Mahan at tammy.mahan@canyons.edu.

Appendix G



TALENT RELEASE

----- TALENT DETAILS -----

Talent name _____ (hereafter referred to as "Talent")
 Email _____ Phone no. _____
 Agent / manager _____ Phone no. _____

----- PRODUCTION DETAILS -----

Producer's name Tammy Mahan _____ (hereafter referred to as "Producer")
 Production company _____
 Production title Dissertation Tutorials _____ (hereafter referred to as "Production")

----- PAYMENT -----

Compensation 500 gift card to barnes & noble _____ (currency, terms of payment, royalties etc.)

Additional terms and conditions: _____

Talent authorizes, as part of Production and for the compensation stated above, Producer to:

1. Photograph Talent and record his/her voice and likeness for the purpose of Production, whether by film, videotape, magnetic tape, digitally or otherwise;
2. Make copies of the photographs and recordings so made;
3. Use Talent's name and likeness for the purposes of education, promotion or advertising of the sale or trading in the photographs, recordings and any copies so made.

Talent understands the master tape remains the property of the Producer and, unless otherwise stated, that there will be no restrictions on the number of times that Talent's name and likeness may be used. Also, unless otherwise stated, there will be no restrictions to the geographical distribution of Production.

Talent understands the terms described in this contract. He/she is over 18 years of age and has the authority to sign this contract and grant Producer the rights given under this contract.

If Talent is a minor under the laws of the state where his/her appearance is recorded:

 Legal Guardian Signature Date / /

 Talent Signature Date / /

Appendix H

GEMM Personal Interview Questions

These questions will serve as a guide to the personal student interviews to be held at Pismo Beach City College during the Spring 2016 semester.

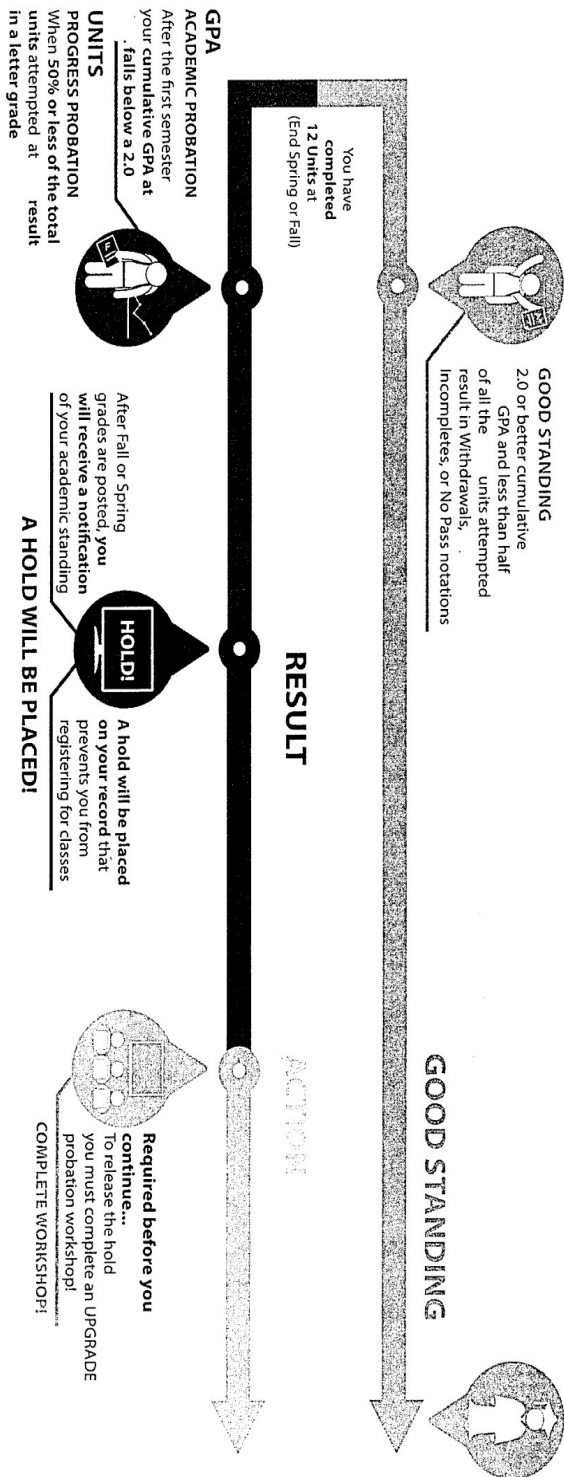
1. What did you find most useful about the tutorial interventions and why (Grit, Academic Self-Efficacy, Growth Mindset & Motivation)? The least useful and why?
2. Which of the four tutorial interventions did you find to be the least useful and why (Grit, Academic Self-Efficacy, Growth Mindset & Motivation)?
3. How have any of the Grit, Academic Self-Efficacy, Growth Mindset or Motivation concepts been useful to you academically during this semester? If so, how and why? If not, why not?
4. What was it that you liked most about the tutorial interventions? Design? Concept? Videos? What would have made them more helpful to you?
5. Overall, what do you think could be added or removed from the tutorial interventions to make them more useful for future students?
6. What factors do you feel contributed to you being placed on academic probation?

7. What factors do you feel are most important for you to remove your academic probation status and why?

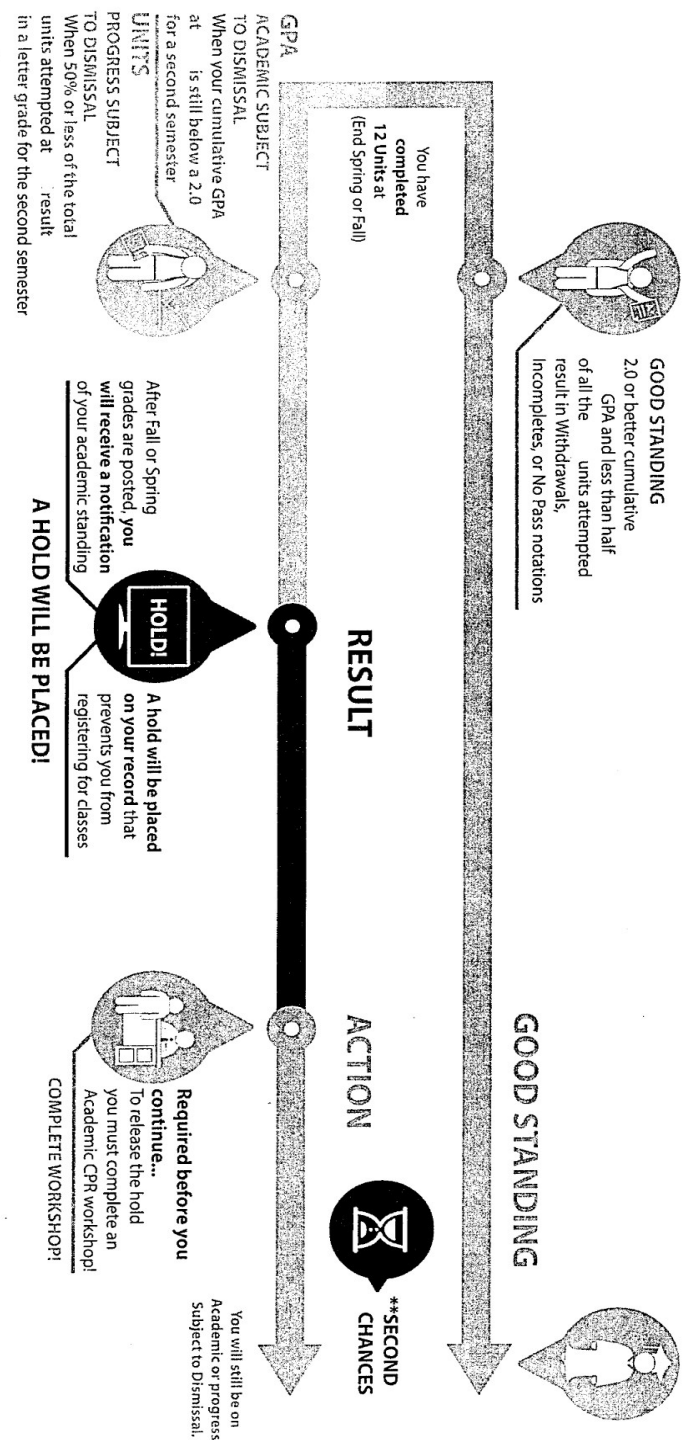
8. In what ways, if at all, was the probation workshop and overall probation process of assistance to you?

9. Is there anything you would like to add that you feel would help students who are on probation in the future?

FIRST SEMESTER: ACADEMIC / PROGRESS PROBATION TIMELINE

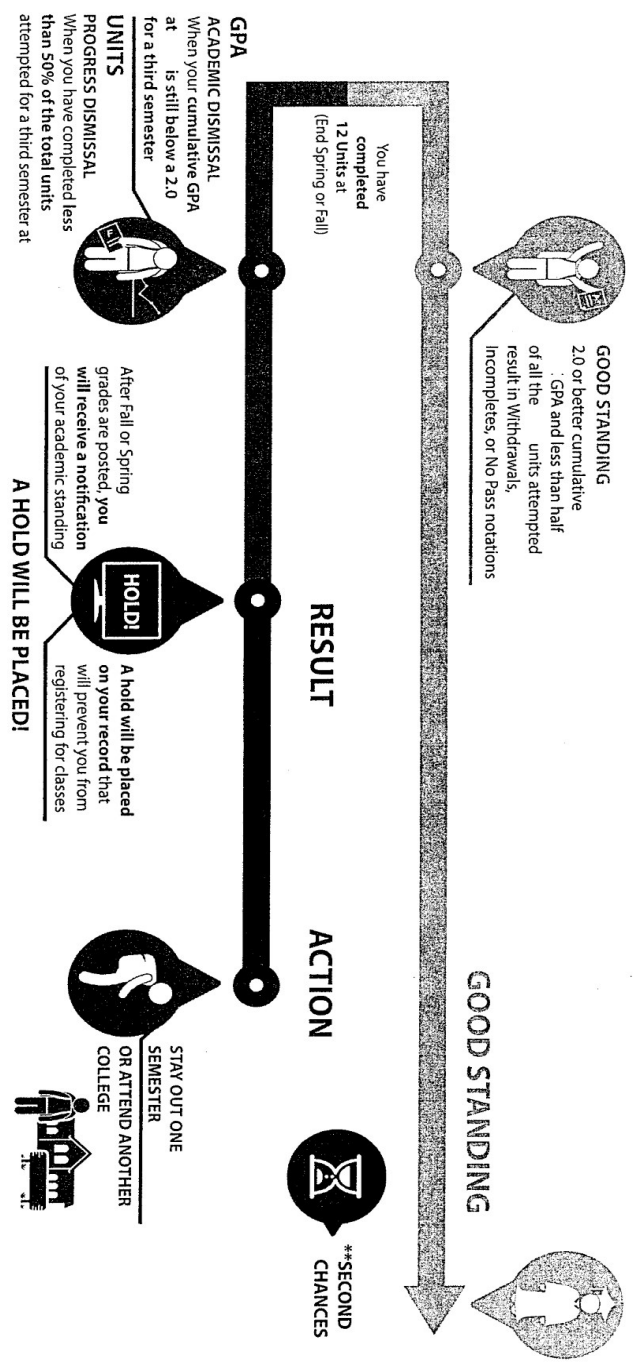


SECOND SEMESTER ACADEMIC / PROGRESS SUBJECT TO DISMISSAL TIMELINE



Appendix J

THIRD SEMESTER-ACADEMIC / PROGRESS DISMISSAL TIMELINE



Appendix K

Appendix L



MY PERSONAL ACTION PLAN

Name: _____

Student ID: _____

PART 1: MY ACADEMIC STANDING

<p>Identify the top 3 factors that contributed to your academic difficulty.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>	<p>I am on (check all that apply):</p> <p><input type="checkbox"/> Academic Probation (A1)</p> <p><input type="checkbox"/> Progress Probation (P1)</p> <p>In the next semester, I will need to:</p> <p><input type="checkbox"/> Earn an end of semester GPA of 2.25</p> <p><input type="checkbox"/> Complete 75% of attempted units</p>
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PART 2: HOW I WILL GROW MY MINDSET

<p>How did your mindset contribute to your academic performance? (For example, "I didn't like the way my teacher taught so I stopped attending class.")</p> <p>_____</p> <p>_____</p>	<p>List at least two ways you will "grow" your mindset. (For example, "I will see a tutor when I find a difficult math problem.")</p> <p>_____</p> <p>_____</p>
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PART 3: HOW I WILL BECOME GRITTIER

Section A: Grit In My Life

<p>What characteristics of grit have you demonstrated in your life? List them here.</p> <p>_____</p> <p>_____</p>	<p>What characteristics of grit would you like to improve upon and commit to developing in the next semester?</p> <p>_____</p> <p>_____</p>
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Section B: If...Then...Anticipating and Overcoming Obstacles

What will you do in the next semester that will address the factors that contributed to your academic difficulty listed in part 1 above? Be specific and include by when and where. (Example, "I intend to buy my books no later than the first week of class.")

I intend to... _____

I intend to... _____

To be gritty, one must anticipate obstacles, how will you adjust your intentions to overcome these obstacles?

IF I can't afford to purchase my books at the start of the semester	, THEN	I will use the books on reserve in the COC library.
IF _____	, THEN	_____
IF _____	, THEN	_____
IF _____	, THEN	_____

PART 4: MY NEXT STEPS

<p><input type="checkbox"/> Actively participate in the UPGRADE Follow-Up next semester by logging into Blackboard during the first week (bb9.canyons.edu) - THIS IS NOT A CLASS but an opportunity to join an online community of probation students who are working toward developing grit and a growth mindset resulting in academic success.</p> <p><input type="checkbox"/> Complete a mid-semester Progress Report (download from Blackboard) and bring it to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probation Drop-In Counseling Week: _____ <input type="checkbox"/> A counseling appointment (Valencia Campus, 661.362.3288 / Canyon Country Campus, 661.632.3811) <p><small>If you belong to a special program office such as EOPS/CoWorks, ISP, DSFS, MESA, Foster Youth, Veteran, or Athletics, please make an appointment to see a counselor in that office.</small></p> <p><input type="checkbox"/> Check your COC email (canyons.edu) weekly</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>Courses I plan to take next semester:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 30%;">COUNS</th> <th style="width: 70%;">Select a counseling class (see page 24 of your workbook):</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td>COUNS 100</td> </tr> <tr> <td style="height: 20px;"> </td> <td>COUNS 110</td> </tr> <tr> <td style="height: 20px;"> </td> <td>COUNS 111</td> </tr> <tr> <td style="height: 20px;"> </td> <td>COUNS 142</td> </tr> <tr> <td style="height: 20px;"> </td> <td>COUNS 150</td> </tr> </table>	COUNS	Select a counseling class (see page 24 of your workbook):				COUNS 100		COUNS 110		COUNS 111		COUNS 142		COUNS 150
COUNS	Select a counseling class (see page 24 of your workbook):														
	COUNS 100														
	COUNS 110														
	COUNS 111														
	COUNS 142														
	COUNS 150														

Student Signature: _____

Date: _____

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