

**Washington State University**

**College of Education**

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**Will defend the dissertation**

**Date: March 23, 2021**

**Time: 1:30 P.M.**

**Location: Zoom by request**

*Faculty, students and the general public are encouraged to attend*

**EXPLORING THE IMPACTS OF ACADEMIC SUPPORT  
INTERVENTIONS FOR UNDERGRADUATE STUDENTS  
ON ACADEMIC PROBATION**

Chair: Olusola Adesope

There is research evidence showing that one of every four students in higher education are on academic probation due to a significant decline in academic performance. This situation often results in dismissal, suspension, or recess from the institution, generating intense discussions and research around student success, support and retention. Despite extensive implementation of institutional support for students, very little research has investigated whether the different interventions provide positive outcomes for students on academic probation. To address this gap, the present study explored the impacts of three interventions: academic success course, academic success coaching, and academic success workshops on student academic success behaviors and skills. One hundred and sixty-six undergraduate students on academic probation and going through an academic reinstatement process at a large public university in the Northwestern participated in the study. Participant were randomly assigned to one of the three interventions. Results showed consistently positive student outcomes between pretest and posttest, with no significant differences between interventions. Practical implications of the findings and recommendations for future research are discussed.