

# Probation Student Analysis Report

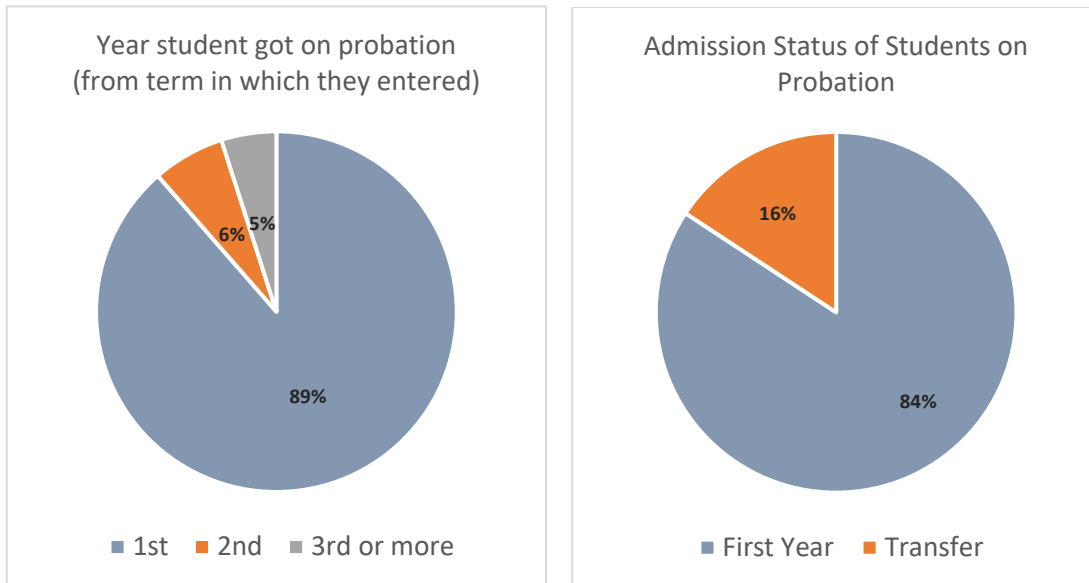
Center for Student Success

Prepared by E. McQuade

July 19<sup>th</sup>, 2022

I examined the academic records of students who ended up on probation due to grades they earned from Fall 2017 to Spring 2022, a 5-year period. The data is displayed below with a summary and related recommendations in italics in a paragraph above each graph or table. Finally, a summary of current, future, and suggested prevention and intervention strategies for probation students is included at the end.

Between Fall 2017-Spring 2022, 324 students were on probation. 89% were in their first year at Westmont. 84% entered Westmont as first-year students and 16% entered as transfer students. *Therefore, targeting interventions to new students will have the biggest impact.*

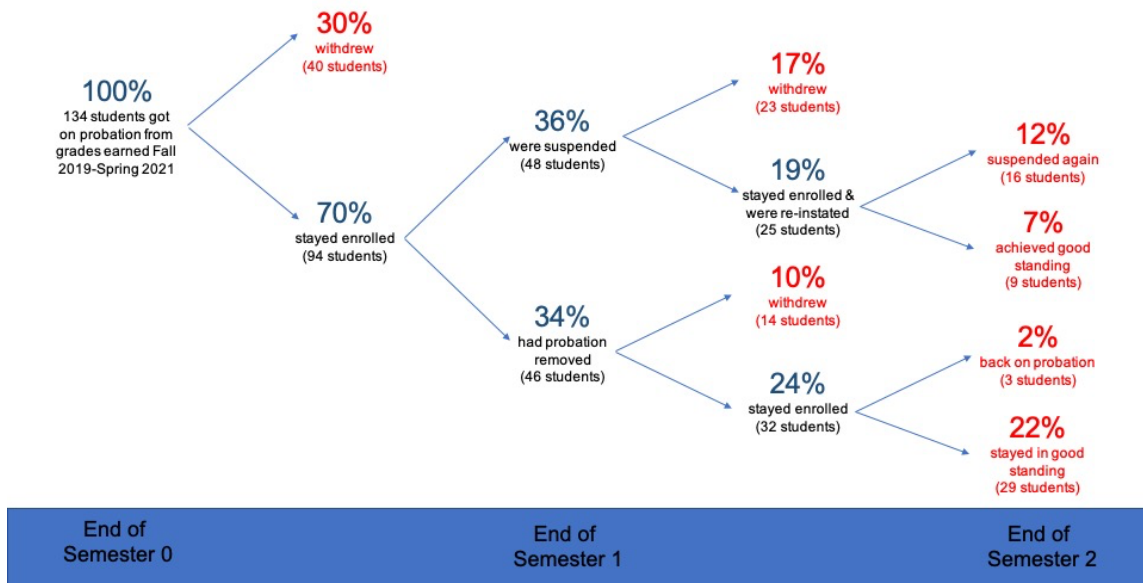


Each Fall probation cohort differed significantly in their numbers and outcomes by the end of the following Spring semester. For example, Fall 2018 probation cohort had the highest withdrawal rate (24%) and lowest percentage of students who were able to get into good academic standing by the end of the Spring semester (24%). Fall 2019 and 2020 cohorts were likely very affected by the global COVID pandemic. Fall 2021 had the best outcomes of the 5 years examined. It had the lowest withdrawal rate (12%) and the most students able to get into good academic standing (54%). The reason for this positive trend is likely multi-factorial but may be attributed to more effective support given by SSCs, better advising after early alerts, more options for meeting the successful scholar's seminar requirement, and even students rebounding from the challenges/deficits associated with COVID. While preventing students from ever getting on probation is most desirable, once students get on probation, strategic

interventions can help them stay enrolled and get back on track academically. *I recommend maintaining or modestly increasing the intervention strategies used in 2021-22. Greater use of SSCs and more involvement of faculty instructors and advisors might be useful.*

	# of students on probation at end of Fall	% who withdrew after getting on probation	% who stayed enrolled and were suspended at end of Spring	% who stayed enrolled and had probation removed after Spring
2017	32	19%	41%	41%
2018	55	24%	53%	24%
2019	70	21%	34%	44%
2020	37	22%	46%	32%
2021	41	12%	34%	54%

The “COVID” years were hard on students that struggled academically and ended up on probation. Below is a schematic representing the outcomes of the 134 students who got on probation from Fall 2019-Spring 2021. The semester in which their cumulative GPA caused them to be on probation is designated “Semester 0”. Their enrollment status and cumulative GPA was then tracked for 2 subsequent semesters (“Semester 1” and “Semester 2”). The percentages in red add up to 100% and represent the outcome of each student. Ultimately 71% had an undesirable outcome (withdrew, were suspended, or were back on probation after briefly being in good standing). 29% stayed enrolled and were in good standing at the end of Semester 2, either getting there in 1 or 2 semesters. *I recommend repeating this analysis next summer for the Fall 2021-Spring 2022 probation cohort to see how it compares. Based on the information we have already, it should be significantly better.*



Looking at all the probation students in each semester and what their status is in summer 2022, we can get a snapshot of withdrawals and persistence. It will be interesting to see whether the 54 students who got on probation in the 2021-22 academic year persist into their 3<sup>rd</sup> year at a higher rate than previous years.

	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22	Grand total
Number getting on probation	32	13	55	18	70	9	37	18	41	13	188
Status as of July 2022:											
% withdrawn	75%	54%	71%	50%	66%	78%	59%	67%	12%	8%	49%
% persisting (attending or graduated)	25%	46%	29%	50%	34%	22%	41%	33%	88%	92%	51%

## Strategies for supporting probation students

### Prevention

- SSC meetings each semester for first years and new transfer students (more if student desires)
- Early Alerts and EA follow-ups by faculty and SSCs
  - All students notified if they received an EA
  - Notified again before withdrawal deadline with options
- Academic support services (Tutoring, Writers' Corner, Office hours, Peer Coaching)
- Online Video Library on success strategies
- CSS pamphlets on success strategies
- Academic Success dorm events in Clark and Page
- Monthly 30-minute SSC meetings offered to LAP new students (call them something else)

### Intervention

- All prevention strategies
- Successful Scholars Program
  - 1-unit seminar (Sonya's class)
  - 0-unit option (Peer Coach track)
- Monthly 30-minute SSC meetings for 1<sup>st</sup> and 2<sup>nd</sup> years on probation or suspended/reinstated.

<p><i>Longstanding strategies</i>  <i>Strategies implemented in last 2 years</i>  <i>Planned or suggested new strategies for 2022-23</i></p>
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