

GENERALIZED ACADEMIC PROBATION OUTCOMES: SPRING 2022

Executive Summary

Academic probation is a standing indicator to signal that a student's GPA has fallen below the 2.0 required for graduation. The policy stipulates those students receive 24 Probationary "Grace" Credits to raise their cumulative GPA back into Good Standing without dropping below a 1.0. An academic suspension of at least one semester is the penalty of the probation conditions, and a second suspension from UNC is permanent for an undergraduate degree program.¹ Students on their first semester of academic probation are expected to complete the Academic Success Workshop to receive policy information and reflect on educational goals with resources in mind.

The Spring of 2022 continued with impacts from the COVID-19 Pandemic; however, 88% of the student population and 89% of employees reported full vaccination status.² The University of Northern Colorado was largely back on campus with in-person classes and services. No option for S/U Alternate grading was offered.

This report provides the aggregated outcomes for Academic Review across Academic Standing (P-, S-) and the Academic Success Workshop for the University. The summary of outcomes is provided on pages 2-3, with corresponding charts to follow.

Key Data Points with Action Items

- 32% of the Fall cohort returned to Good Standing
 - Replicate efforts towards Goal 1: Convert 40% of Cohort to Good Standing
 - 18% of the Spring cohort were Suspended
 - Run analysis for predictive indicators on suspension to target support services
 - 78% of P1 students completed the Academic Success Workshop with 30% of those students going back to Good Standing for Fall
 - Replicate enrollment and reminder efforts while monitoring any differences in GPA and Standing outcomes with the new ASW format within the Success at UNC Canvas Shell
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Report Methods

The Academic Standing Cohort is tracked through several reporting mechanisms. The raw data sheets are stored with the Academic Review Coordinator within the Division of Student Academic Success.

The initial cohort is derived from the Academic Standing Report generated by the Office of the Registrar after final grades from the prior semester are rolled. Two weeks later, a second and final report is generated to capture grade changes or updates. Throughout the semester, the ACD093 Enrolled Probation Students is compared to the Cohort List to capture enrollment changes. The data from the Standing and Enrollment Reports provides the student program and class information, academic standing code, GPAs (start and end), and demographic details. A supplemental report to capture student success data and Academic Success Workshop data is created through EAB Navigate and Canvas Analytics. The two data reports are combined using INDEX(MATCH) functions. Final report visualizations and analysis is conducted through Pivot Tables and Data Analysis within Excel.

¹ [Academic Standing Policy](#): 2021-2022 Undergraduate Catalog

² Covid 19 Case Data: <https://www.unco.edu/coronavirus/health-alerts/>

Spring Outcomes for Academic Standing

The Spring 2022 semester began with **255 students** moving through the Academic Probation process, recorded after the Drop Deadline.³ The final enrollment at the end of the semester reflected the 235 students with most of the 20 withdrawals happening late in the semester. The data reported excludes the 20 withdrawn students unless otherwise noted.

We had two goals with one related objective for the Spring 2022 Cohort.

Goal: Convert 40% of Probation Cohort to Good Standing

The first goal is to convert 40% of the probation cohort to Good Standing. We missed the goal by 6% and reflected a worse outcome than the Fall. A deeper consideration of patterns between Fall and Spring semesters is warranted to determine expected variations in outcomes.

Goal: Reduce the portion of suspended students compared to Fall (less than 18%)

The second goal was to reduce the percentage of suspended students from the cohort. We did not hit this goal as 20% of the cohort was suspended. However we did receive 15 Suspension Appeals. When considering the approved appeals (indicating the suspension was actually rescinded for a semester), we reached our goal with 15% upheld suspensions in the cohort.

Objective: Connect 85% of the cohort with Probation Advising Appointments

We continue to work towards the *Objective: Connect 85% of the cohort with Probation Advising Appointments* as the reporting structures form. The advisor network cataloged 197 appointments with 144 distinct students for the "Probation Advising" service into Navigate, reflecting a 56% appointment rate for at least one meeting. Many more students met with advisors. The meetings were likely logged under different reasons or misreported as the protocol continues to be developed.

A key action is defining Probation Reporting to accurately gauge progress towards the objective. This objective should contribute to achieving our goals of increasing the Good Standing and decreasing the suspensions every semester.


Spring Outcomes for the Academic Success Workshop

The Academic Success Workshop was hosted through Canvas with refreshed video content, student success resources, and reflection activities. P1 Codes, excluding the CHE Cohort and non-degree seeking status, were enrolled in the course on January 18, 2022, and emailed to accept the course (N=203). These students must complete the ASW Reflection Quiz, containing eight questions related to Policy and Goals, before advisors remove the 34 Hold. We had two goals for the ASW in the Spring 22.

Goal 1: Reach 75% P1 Completion in Academic Success Workshop

At the end of the semester, 189 P1 students remained enrolled. We achieved the Goal with 78% completion and on par with the fall efforts. A small portion of PC students voluntarily completed the workshop, bringing the overall portion to 65% completions. The cohort totaled 9,800 page views across the Canvas shell with an average of 42 views each. Most students completed the workshop in April.

³ The Drop Deadline provides a consistent milestone in the semester where enrollment changes are less likely to occur. The Drop Deadline is also early in the semester (Week 2) providing a marker to start early semester intervention and data collection.

 **Goal 2:** Achieve statistically significant difference in GPA Outcomes from the ASW group

The statistical testing for the mean difference between the control (did not complete the ASW) and the condition (completing the ASW) is calculated using Excel’s Data Analysis software. I first excluded students who withdrew, as their GPA doesn’t change, and then took a random sample of 80 students from each testing group to compare the mean differences. Both groups include P1 and PC students to reflect required and voluntary participation.

- **Significance between mean GPA Change, $p < .05$, 0.000034.** Completing the ASW can be associated with a larger change in GPA over the semester; however, it is still unknown if the condition helped cause the change or the condition just reflects confounding aspects of the population (i.e., students who choose to complete the workshop likely choose to use other support on campus compared to those in the control group).

t-Test: Paired Two Sample for Means		
	Control GPA Change	Condition GPA Change
Mean	0.00537	0.3381525
Variance	0.228018281	0.217212184
Observations	80	80
Pearson Correlation	-0.031591575	
Hypothesized Mean Difference	0	
df	79	
t Stat	-4.391987572	
P(T<=t) one-tail	1.72503E-05	
t Critical one-tail	1.664371409	
P(T<=t) two-tail	3.45005E-05	
t Critical two-tail	1.99045021	

- **No significance between mean Final GPA, $p > .05$, 0.435.** Completing the ASW cannot be reasonably associated with changes in the final GPA. It is also notable that Final GPAs are also consistent across colleges with more variance occurring in the change of GPA over a semester. Overall, students are ending up around the same final GPA mark, prompting questions about a ‘ceiling’ of improvement and outcomes related to academic review and GPA calculations in a semester.

t-Test: Paired Two Sample for Means		
	Control Final GPA	Condition Final GPA
Mean	1.53712	1.6185075
Variance	0.472438147	0.484115329
Observations	80	80
Pearson Correlation	0.099431874	
Hypothesized Mean Difference	0	
df	79	
t Stat	-0.784310452	
P(T<=t) one-tail	0.217601719	
t Critical one-tail	1.664371409	
P(T<=t) two-tail	0.435203438	
t Critical two-tail	1.99045021	

The results partially achieve Goal 2 as the workshop suggests statistical improvement in the change of GPA between the groups but not in the final GPA recorded. The Workshop is scheduled to run for the Fall 2022 semester with three adjustments. The results of the fall’s adjustments should be considered and compared to the results from this Spring.

ASW Adjustments:

1. The material content is embedded into the quiz questions instead of provided on pages prior to quiz. A video and summary of the question topic is embedded into the question itself with more practice-based questions rather than recall.
2. The material is broken up into smaller segments. Previously, a single 15-minute video was provided before the quiz. Now, the videos are broken into topics with the longest running at 4 minutes. The videos are accompanied by written text and images.
3. The ASW is included within a larger Success at UNC Canvas shell. The larger shell includes far more information about job finding, budgeting, classwork, study strategies, technology support, health, stress, and social aspects of college. The topics were decided based on feedback from the original ASW, the University 101 curriculum, and advising contexts.

The remainder of the report consists of data charts related to the outcomes.

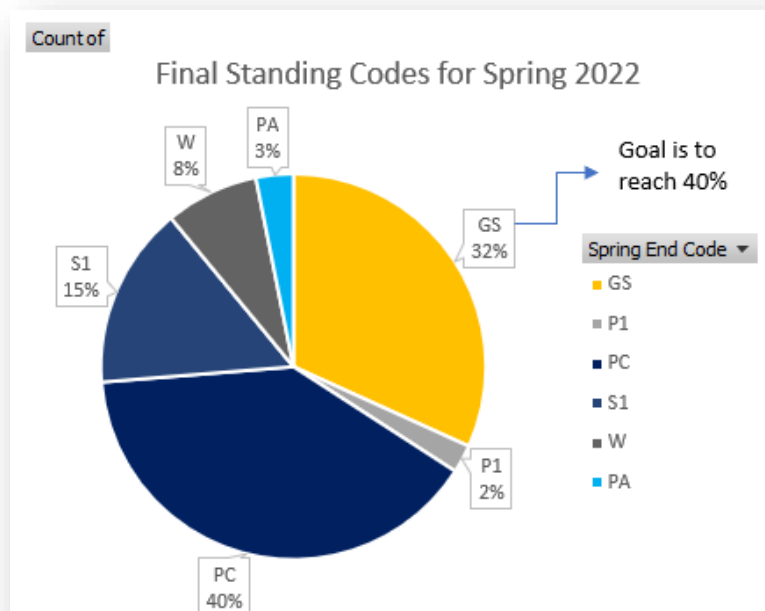


Figure 1: Portion of Cohort by Standing. Most students either went back to Good Standing or continued on probation with fewer being suspended than previous semesters. The efforts towards Suspension Appeal Awareness may have helped more students prepare stronger appeals for the committee.

Table 1: Raw Numbers for Spring 22 Cohort, segmented by Starting and Final Standing. Bright Spots compared to the Fall are highlighted in Gold.

Standing Start	#of Students	Standing Change	# of Students	% Total	Fall 22 (%)	% Change
P1	203	P1→GS	63	31%	23%	+25%
		P1→P1	6	2%	1%	+50%
		P1→PC	86	42%	22%	+47%
		P1→S1	34	17%	9%	+47%
		P1→Other	14	7%	6%	+14%
PC	48	PC→GS	16	33%	12%	+63%
		PC→PC	15	31%	12%	+61%
		PC→S1	11	23%	8%	+65%
		PC→Other	6	13%	4%	+69%
PA	4	PA→GS	2	--	--	--
		PA→S1	2	1%	1%	0%
		PA→Other	--	--	--	--
PS	0	PS→G1	--	--	2%	--
		PS→SF	--	--	--	--
Totals	255					

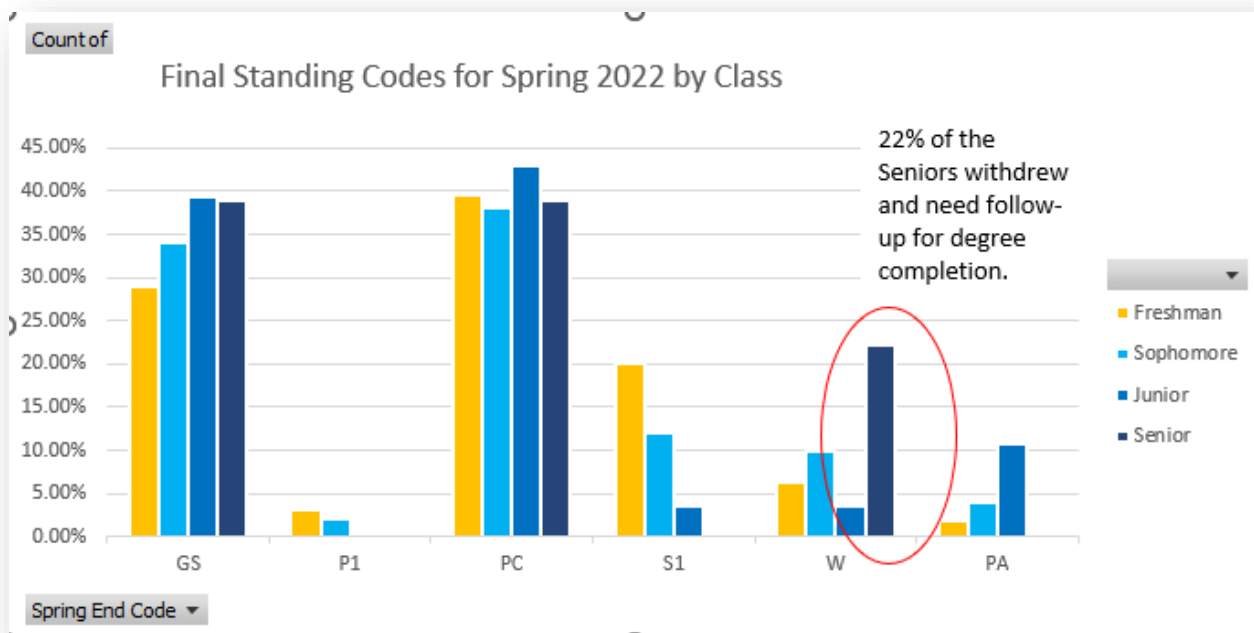


Figure 2: Chart displays the percentage each standing holds within the category group. The ending codes add to 100% of that group. i.e., 49% of the Freshmen class ended with the PC standing. The “P1” group reflects non-degree seeking students whose GPA rolled. Non-degree seeking students are still governed by the Academic Standing Policy; however, if these students choose to attend UNC as a degree-seeking student, they receive a 1-semester grace period before formally starting probation. This grace semester prevents dual-enrollment credits from placing a new degree-seeking student on probation their very first term as a Bear.

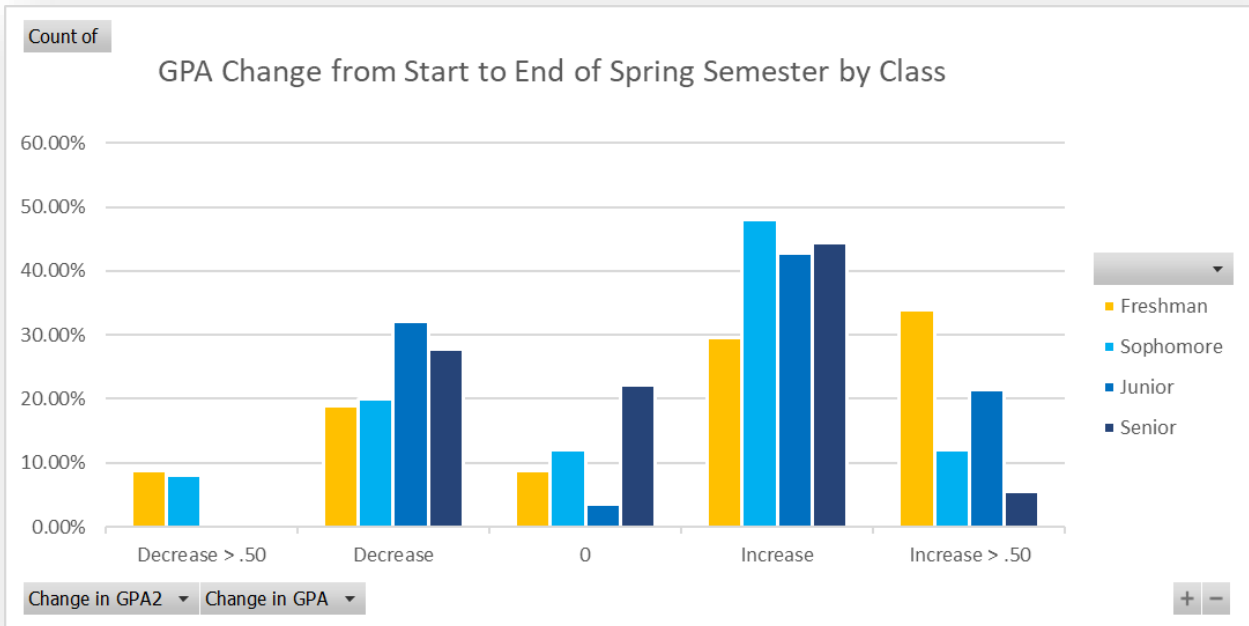


Figure 3: Average changes in GPA by classification. Freshman holds the most potential for fluctuation given their smaller GPA Hour load.

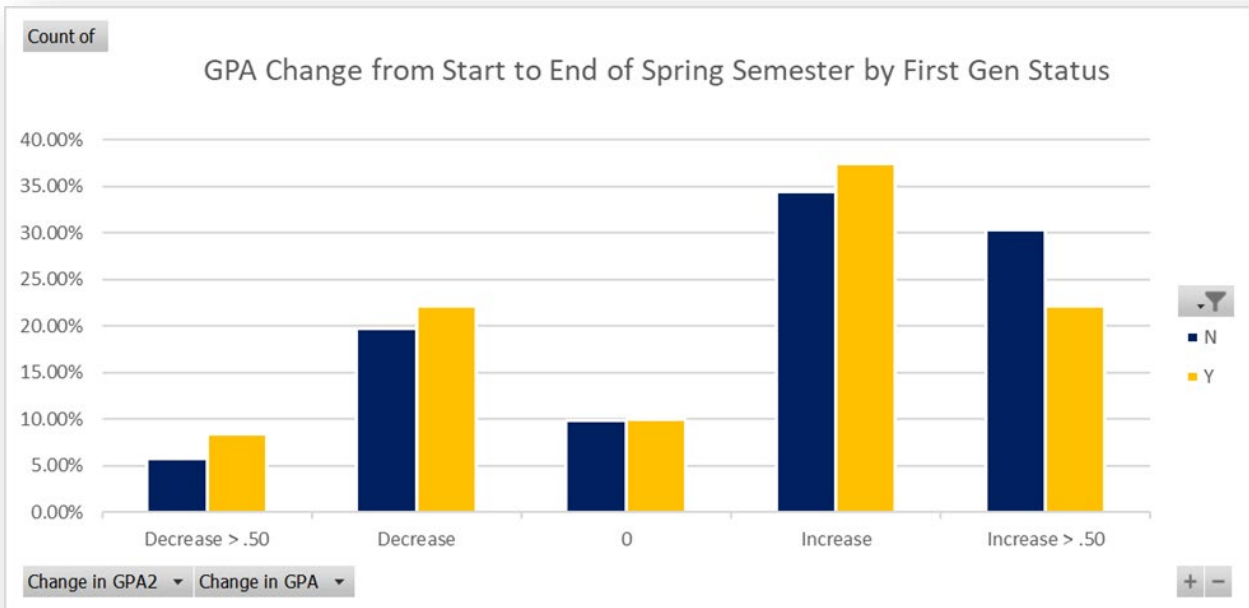


Figure 4: Average changes in GPA by status. While First Gen is an important indicator for our population, the GPA outcomes between the two suggest we look for stronger indicators of support. It is also recommended to run Mean Difference testing between the First Gen status groups to determine if any differences are significant for the populations.

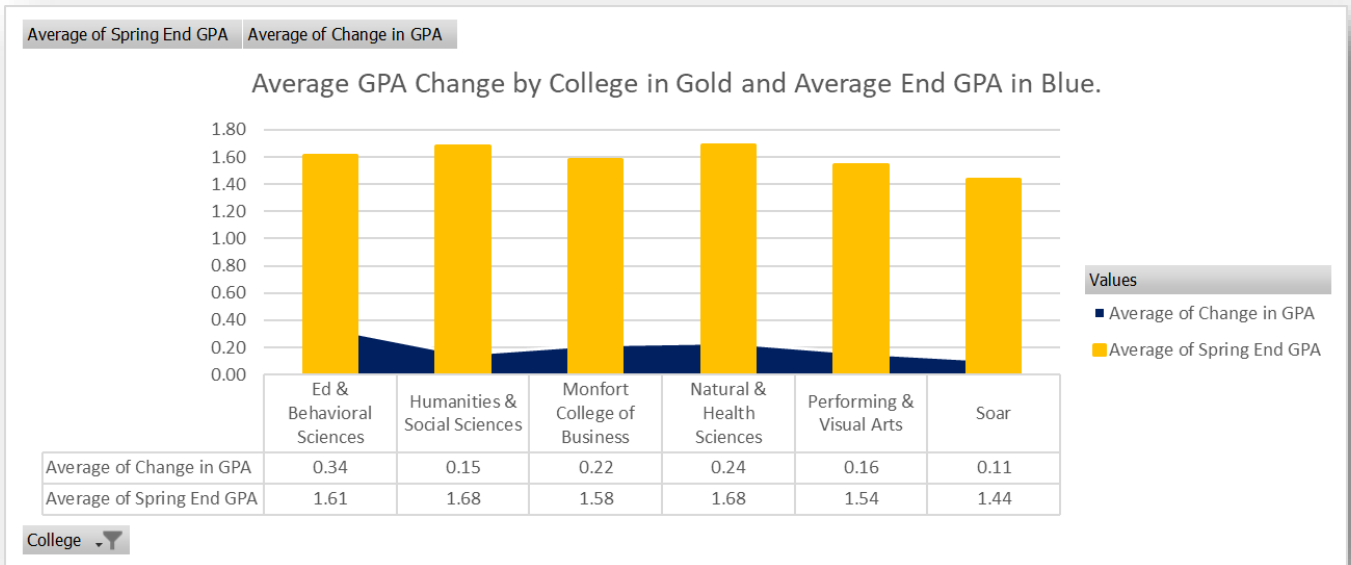


Figure 5: Chart shows average GPA outcomes within each college group. The average ending GPA is represented by the Gold Bars, where the college outcomes are highly aligned. The Average Change in GPA is represented by the Blue Area, where we see more dips and peaks. Since the Ending GPAs are similar, there are assumptions about the starting GPA that colleges can explore (i.e., why does CEBS need to increase GPA by .34 to reach a similar outcome while PVA only .16).

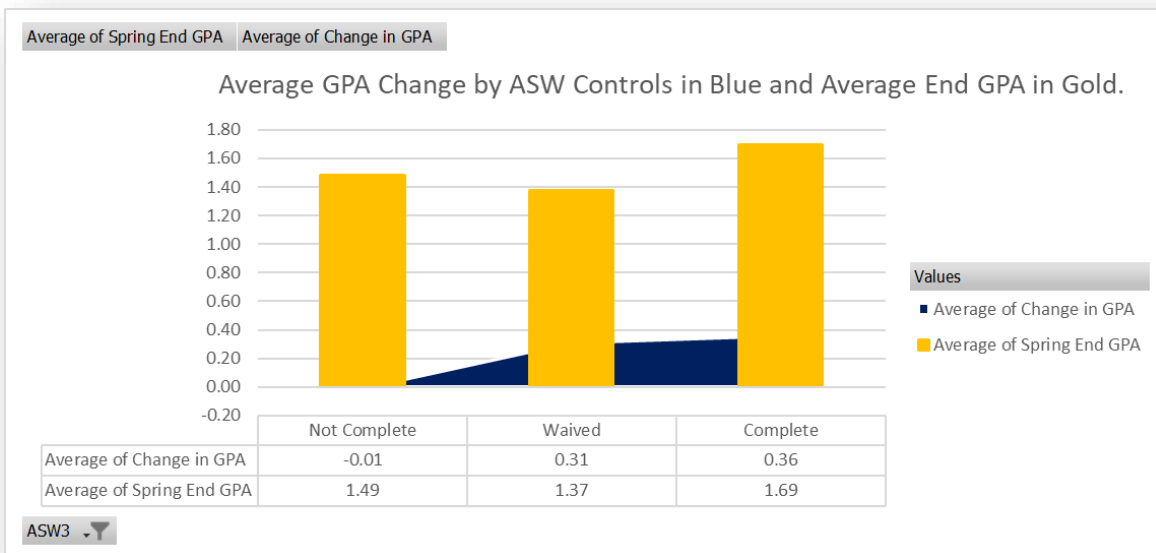


Figure 6: Chart shows the GPA changes between the condition and the control group for the ASW. The change in GPA was statistically significant between the groups while the final GPA difference was not. Assumptions may be made and confounding variables should be explored related to a potential “top” GPA feasible to achieve by the probation cohort in a semester. Data as such could be used to determine stronger goal-baselines and inform expectations of performance.

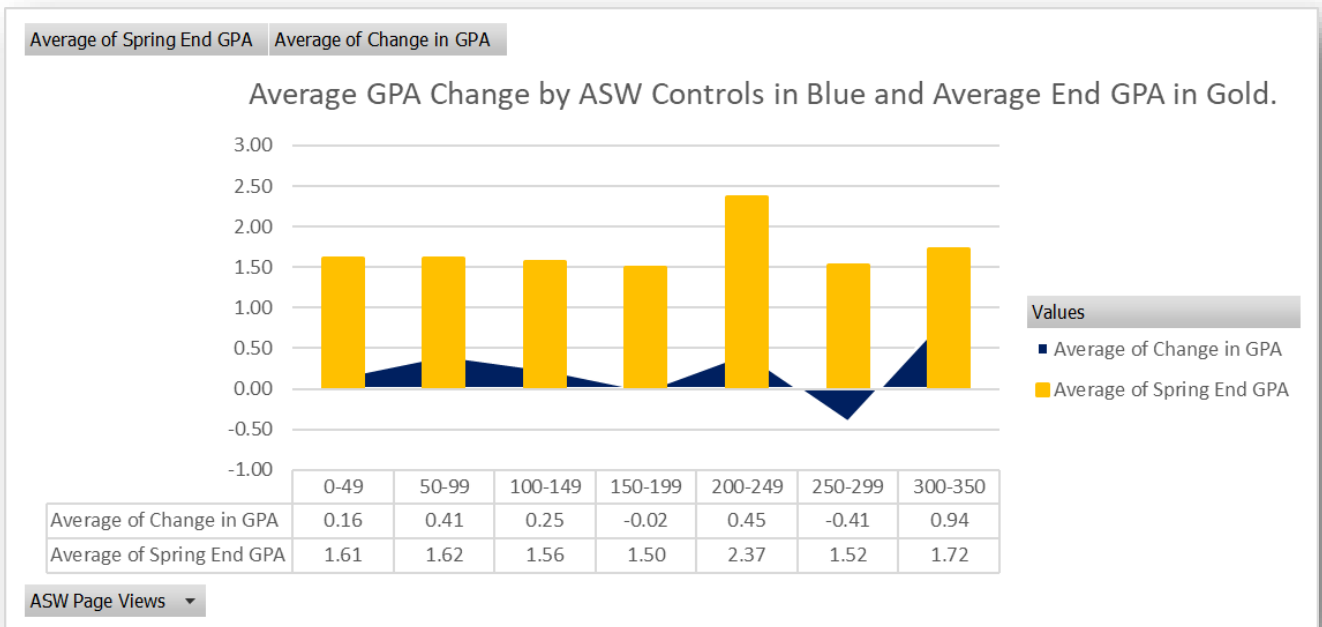


Figure 7: Chart shows the GPA trends as page views in the ASW increased. Because the differences in GPA and the trending changes are not strongly associated with more views, the new ASW has condensed the key content and expanded the optional content into more searchable and “self-service” formats.

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