



Interim Report Complete College OCCC Probation/Suspension Project Team

Tammy Madden and Bertha Wise
Complete College OCCC Leadership Team Meeting
November 20, 2013

Team Members

- Jennifer Allen, Social Sciences
- Harold Case, Financial Aid
- Gary Houlette, Mathematics, Engineering, and Physical Science
- Darby Johnsen, Academic Affairs
- Tammy Madden, Academic Advising
- Joyce Morgan-Dees, Institutional Effectiveness
- Alta Price, Student Support Services
- Christy Rogers, Recruitment and Admissions
- Alan Stringfellow, Records and Graduation Services
- Elaine Svec, Planning and Research
- Bertha Wise, English and Humanities
- Tamala Zolicoffer, Business
- At least two other new faculty members will be added in January.

Objectives

- To develop recommendations to reduce the number of students on academic probation or suspension.
- To develop recommendations to increase persistence and retention of students who are on academic probation and suspension.



Added sub-objectives:

- Identify who we can help to make progress.
- Identify various services and areas to coordinate efforts, since we believe it must be a multi-pronged approach.

What We Have Learned—Literature Review

- Initially required intervention programs are successful, but . . .
- Long-term impact of required programs has little to no impact on success rate of progress or graduation.
- Voluntary attendance in programs or workshops is partially successful, but . . .
- No evidence of sustainability.

What We Have Learned—NACADA

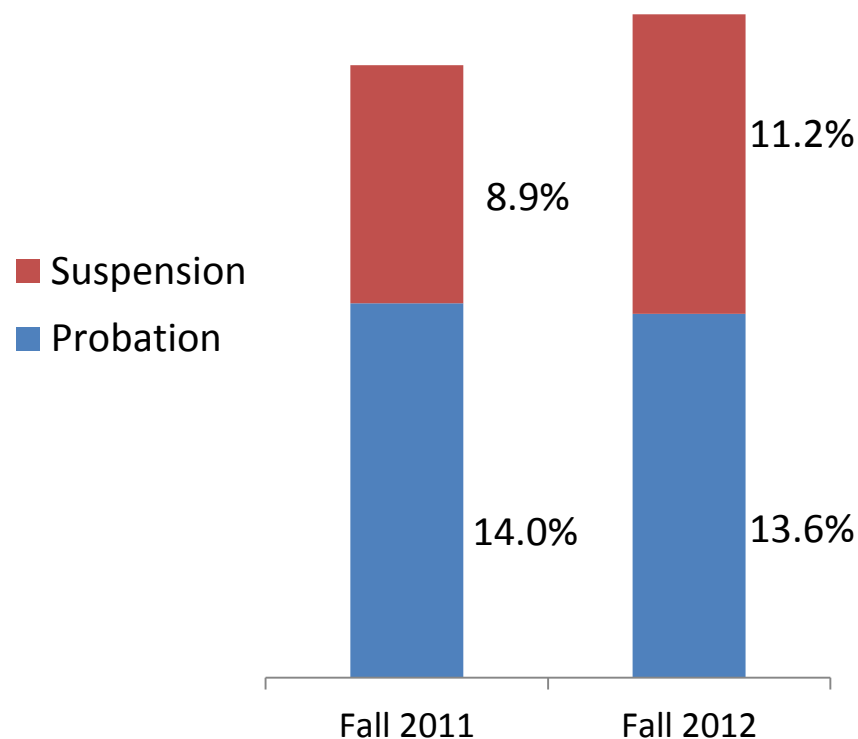
- Many institutions have developed a variety of ways to try to help prevent students getting to probation or suspension status.
- Some use “road maps” to guide students during their first year to avoid some of the pitfalls.
- OCCC has services comparable to other institutions.
- At other institutions,
 - designated/dedicated personnel work with targeted groups of students.
 - failure of specified courses enacts holds or restrictions on enrollment.
 - retention alerts or other programs are used.

What We Have Learned – OCCC

- Definitions for probation and suspension at OCCC
- Outreach efforts in the past
- Impact of Financial Aid and Satisfactory Academic Progress (SAP)
- Role of Admissions—communication and admissions status/type
- Role of Registrar related to Academic Forgiveness
- Potential impact of new Never Attended policy (will be monitored)

Other Things Learned – OCCC

- New Transfer student population is about 1,500 any given semester.
- Almost 25% of entering transfer students have a GPA under 2.0.



More Things Learned – OCCC

Summary of Falls 2011 & 2012 New-Transfer Students Beginning and Ending Semester Academic Standing

POSITIVE

Beginning Semester Academic Standing PROBATION	
Improved or Remained On PROBATION*	
Fall 2011	Fall 2012
58%	56%
Beginning Semester Academic Standing SUSPENSION	
Improved	
Fall 2011	Fall 2012
53%	46%
Beginning Semester Academic Standing PROBATION	
Fell to SUSPENSION	
Fall 2011	Fall 2012
33%	38%
Beginning Semester Academic Standing SUSPENSION	
Remained SUSPENSION or Fell to SUSPENSION(2nd)	
Fall 2011	Fall 2012
40%	49%

NEGATIVE

**Semester GPA was 2.0 or above and CGPA was below 2.0 with 30+ credits or 1.7 with less than 30 credits*

Next



Steps

- Review the data for new, first time students, not transferring into OCCC.
- Review the data for an “Other” category of students who do not fit into the new transfer or new students groups.
- Identify ways to reach out to all categories (transfers, first timers, and the “other”) to help prevent them from going on probation or suspension and to help them make progress toward raising their GPA to satisfactory levels.
- Determine a variety of touch points to help students make progress through a multi-pronged approach and intentional interventions.

Accomplishments Already!

- Online withdrawals are now possible even if a student has a hold.
- Plans to communicate the posting of an “F” grade when it goes onto their transcripts rather than their waiting to find out at a later date.
- Advising presentation in SCL classes will include an emphasis on the importance of understanding Academic Standing, the meaning of grades W and F, the long-range impact of an F, and how to apply for academic forgiveness, renewal, and reprieve.
- Financial Aid has already instituted an adjusted GPA to support students’ Satisfactory Academic Progress.



Chutes and Ladders

