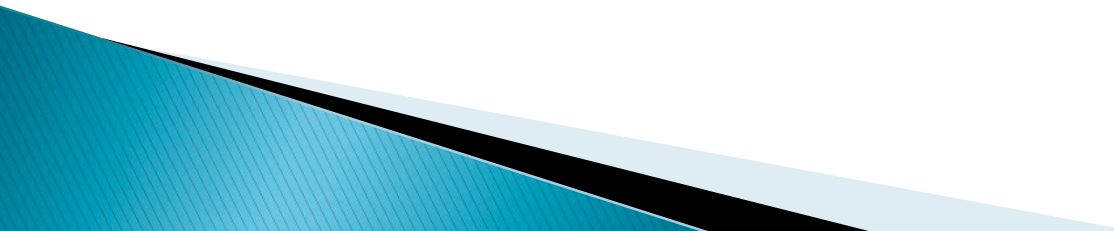# Transitioning from Academic Probation to Academic Progress

A Success-Focused Review Process

Presenters

- Gail L. Lucozzi, Academic Progress Coordinator, Middlesex Community College
- Matthew Olson, Dean of Humanities and Social Sciences, Middlesex Community College
- Vincent Funaro, Associate Dean of Enrollment Management, Middlesex Community College

About Middlesex Community College

- Two campuses – Bedford and Lowell, MA
- Non-residential
- 9664 students (headcount)
- 5618 full-time equivalent (FTE)
- 61% part-time
- 39% full-time
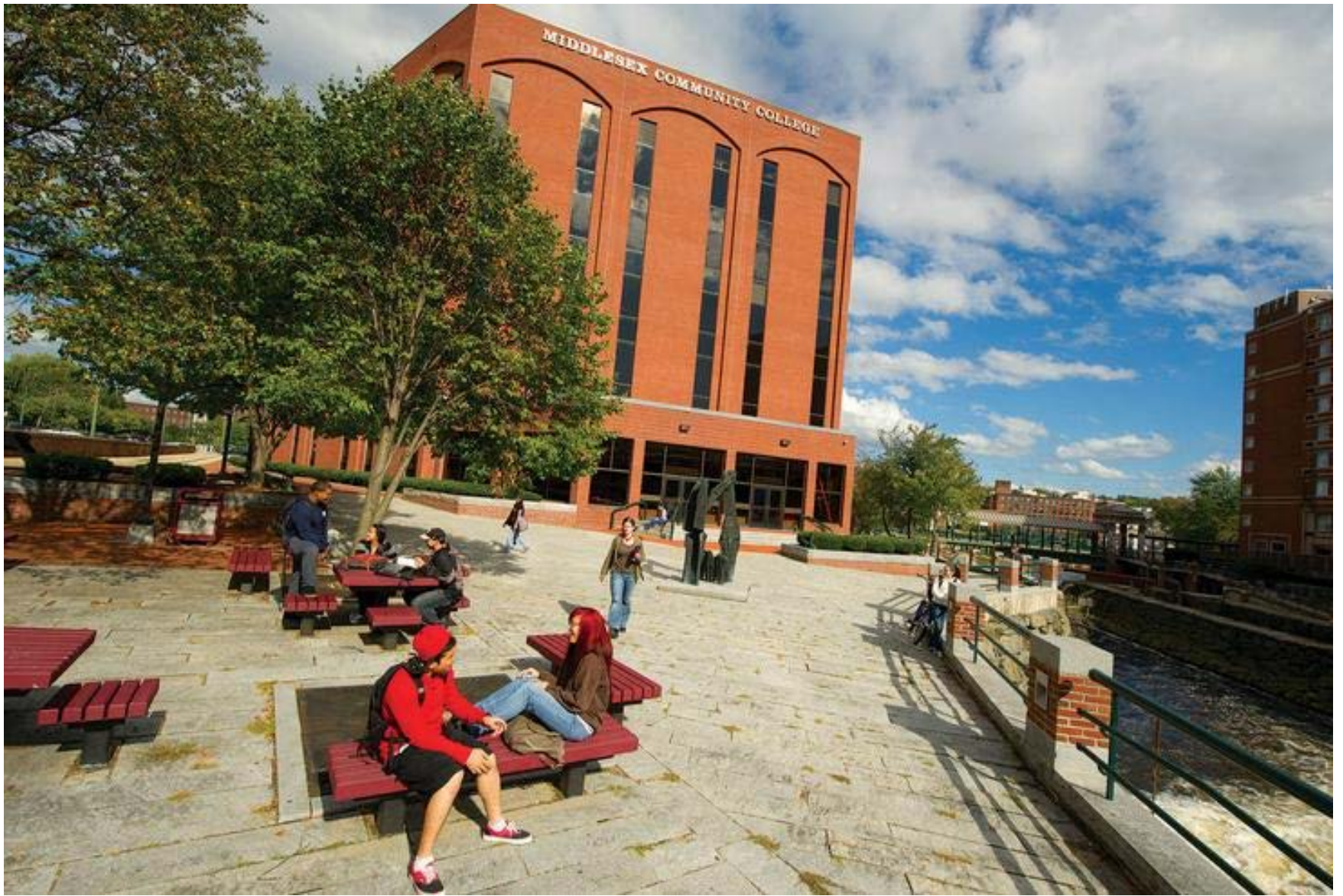
Academic Review
Prior to Fall 2011

- Process:
  - An Academic Review Day: (8:00 am-until competed)
    - Transcripts reviewed manually
    - Three review teams each consisting of two faculty/ professional staff
    - 4 support staff to enter data
- Criteria:
  - Semester GPA below 2.0
  - Semester completion rate below 50%
  - Pre-batched by earned credits and GPA

Academic Review
Prior to Fall 2011

- Intervention:
  - Counseling Meeting (30min–1 hour)
    - Prior to Fall 2006, all students with an Academic Action were required to meet with an Academic Probation Counselor
    - Beginning Fall 2006, only students on Restricted Probation and those returning from Dismissal were required to have appointments.
  - Restricted Probation students limited to 10 credits
    - Occasionally overridden by Academic Probation Counselor
  - No other interventions in place

Academic Review
Prior to Fall 2011

- Inherent Issues:
  - Consistency
  - Follow though
  - Expense
  - Punitive message
  - Lack of positive impact

- Solution:
  - Academic Review Task Force: A Cross-Functional Team
    - Commissioned in 2010
    - Recommendations:
      - Changes to Academic Standing
      - Fresh Start Policy
      - Online workshop
      - Intervention Coursework

Academic Progress Policy
Fall 2011-ongoing

- Academic Standing Policy changes:
  - Review criteria changed from Semester GPA to Cumulative GPA
  - Status Changes
    - Academic Warning
    - Academic Probation
    - Academic Suspension
- Evaluation of Transcripts:
  - Automated
  - Consistent
- Interventions implemented early:
  - Online workshop
  - Intervention specific coursework

Enroll Mgt, Research & Planning Supporting the College Community

- Providing student and course related data via technology
- Report Menus
- Developed after extensive meetings with users
- Increase independence and self-sufficiency
- Provide real-time data
- Available from the College Portal
- Must have report privileges and be on campus
- Security
- Developed with MS Access... Next Generation?
- Two Types of Report Menus
  - Quick Data Menu
  - Process Menu

Report Menus Available from College Portal

Name	General Purpose	Responsible User
Academic Review	Manages Academic Review process and communications	G. Lucozzi
Banner Reports	The main data access tool for the College. Includes: Course Schedule; Flexible Studies; Online Courses; Community Programs; Program Data; Student Contact Information	Administrators Campus-Wide
Course Completions	Grade Distributions; Midterm Deficiencies; Grade Study	Deans (and assistants)
Disability Services	Declared and document disabilities; schedules; graduation accommodations	S . W ___
Honors	Determening honors eligibility, tracking	D. K___
Immunizations – All Students	Immunizations needed	J. ____
Immunizations–Health Students	Immunizations needed for health programs	K. S ____
International Students	Enrollment, contact, transcripts.	P. D ____
Lowell Connections	Enrollment and contact information.	C. T ___
Math Dept Ramp Up Administration	Students in Ramp Up with grades; faculty assignments	M. Will ___
Math Dept Ramp Up Faculty	For faculty, module completion and grades by course.	M. Will ___
Phi Theta Kappa	Enrollment and contact information.	M. We ___
STEM	For STEM, faculty load by subject.	M. O ___
TRIO Programs	Enrollment and completion.	A. B ____/A. R___

Banner Reports

Exit Banner Reports

Go To Middlenet

- Course Scheduling
- Flexible Studies
- Online Courses
- Community Programs
- Program Data
- Student Contact Information

MIDDLESEX
COMMUNITY COLLEGE

Course Scheduling

Return to Main Reports Menu

Exit Banner Reports

Look Up Program Codes

- All Sections by Term
- All Sections by Course and Term
- All Sections by Dept and Term
- All Sections by Division and Term
- All Sections Summer With Session
- All Sections by Term/End Date
- All Sections by Term/Start Date
- All Sections by Faculty

- Faculty Courses by Division
- Individual Section by Term
- TBA Sections by Division
- All Sections with Faculty Attribute
- Canceled Sections
- Closed/Canceled Sections
- Credit and Non-Credit Courses All Buildings

Enrollments Less Than 12

- Faculty Courses by Specified Division
- Faculty Courses with Division
- Faculty Courses Flexible Studies

- Div Code List

File   Home

Cut
Copy
Paste
Clipboard

Ctrl+Click = Capture

Remove Sort
Selection
Advanced
Sort & Filter

New
Save
Delete
More
Records

Refresh All

Spelling

Find

Replace
Go To
Select
Find

Size to Fit Form
Switch Windows
Window

B I U
A
Text Formatting

Excel
New Group

Course Scheduling

Return to Main Reports Menu

Look Up Program Codes

Exit Banner Reports

Enter Parameter Value ? X

Enter Term

[   ]

OK   Cancel

☐ All Sections by Term
☐ All Sections by Course and Term
☐ All Sections by Dept and Term
☐ All Sections by Division and Term
☐ All Sections Summer With Session
☐ All Sections by Term/End Date
☐ All Sections by Term/Start Date
☐ All Sections by Faculty

☐ Faculty Courses by
☐ Individual Section by Term
☐ TBA Sections by Division
☐ All Sections with Faculty Attribute
☐ Canceled Sections
☐ Closed/Canceled Sections
☐ Credit and Non-Credit Courses All Buildings

ts Less Than 12
☐ Faculty Courses by Specified Division
☐ Faculty Courses with Division
☐ Faculty Courses Flexible Studies

☐ Div Code List

Processing report...

Num Lock

CRN	Course	Title	Faculty	Room(s)	Day(s)	Time(s)	Seats	Enrolled	Avail
10081	CRJ 100-01	Law and Order	D	HH-113	MWF	11:30 am - 12:20 pm	25	17	8
10088	CRJ 100-50	Law and Order	M	LC-102	MWF	09:30 am - 10:20 am	25	21	4
10090	CRJ 100-51	Law and Order	Di	LP-403	TR	09:00 am - 10:15 am	25	26	-1
10095	CRJ 111-01	Intro to Criminal Justice	B	HH-109	TR	07:30 am - 08:45 am	32	14	18
10098	CRJ 111-02	Intro to Criminal Justice	Bi	SA-102	TR	10:30 am - 11:45 am	32	27	5
13747	CRJ 111-03	Intro to Criminal Justice	Di	HH-113	MWF	10:30 am - 11:20 am	32	30	2
10099	CRJ 111-30	Intro to Criminal Justice	D	WEB-CR		TBA -	18	16	2
15000	CRJ 111-40	Intro to Criminal Justice	S	OFF-CA	T	09:00 am - 12:00 pm	0	4	-4
13536	CRJ 111-50	Intro to Criminal Justice	B	LF-213	MWF	08:30 am - 09:20 am	32	32	0
10105	CRJ 111-51	Intro to Criminal Justice	Bi	LF-213	WF	10:30 am - 11:45 am	32	30	2
10111	CRJ 112-01	Criminal Law	B	NA-211	TR	12:00 pm - 01:15 pm	32	31	1
15001	CRJ 112-40	Criminal Law	C	OFF-CA	M	09:00 am - 12:00 pm	0	10	-10
12857	CRJ 112-50	Criminal Law	P,	LF-219	TR	09:00 am - 10:15 am	32	31	1
13258	CRJ 121-01	Contemporary Policing	F	BH-109	MWF	11:30 am - 12:20 pm	32	24	8
14646	CRJ 121-30	Contemporary Policing	Br	WEB-CR		TBA -	18	18	0
11046	CRJ 131-30	Constitutional Law	B	HH-212	M	06:00 pm - 08:45 pm	25	25	0
10129	CRJ 131-50	Constitutional Law	P	LF-219	TR	10:30 am - 11:45 am	25	24	1
10143	CRJ 151-01	Interpersonal Communica	G	NA-117	TR	09:00 am - 10:15 am	22	19	3

Academic Review

Exit Banner Reports

Academic Review Letters ☐

Additional Reports ☐

ACADEMIC REVIEW LETTERS AND REPORTS

[Return to Main Report Menu] [Exit Banner Reports]

A Month Before Academic Review

Step 1: Review and Update Letters in Access; review and copy inserts

Step 2: Contact John and Josie (IT) to inform them of the Academic Review date

Step 3: Open table to Update IDS Courses ☐

The Day of Academic Review

Step 4: Run Queries

- ☐ A. Run Grade Queries for Academic Review Term
- ☐ B. Get List of Students Who Did not Pass PSY 125: Activate Hold in Banner
- ☐ C. Get List of Students Who Did not Pass Explorations: Activate Hold in Banner
- ☐ D. Make Base Table for All Academic Review
- ☐ E. Passed PSY 125 to Remove PR Hold From BOTH Banner and Table Created in Next Step
- ☐ F. Open Table And Remove Holds from field SPRHOLD_HLDD_CODE

Step 5: Run and Verify Groups

- ☐ A. Make Table of Groups
- ☐ B. Group 1 and 2: List of students getting Academic Warning letters
- ☐ C. Group 3 and 4: List of students getting Academic Probation (with PR Hold) letters
- ☐ D. Group 5: List of students getting Academic Probation (No PR Hold) letters
- ☐ E. Group 6: List of Students Getting Academic Suspension Letters — ☐ **List of Potential AS Students for Verification**

Step 6: Review Letters and Inserts

- ☐ A. Academic Warning letters
- ☐ B. Academic Probation (with PR Hold) letters
- ☐ C. Academic Probation (No PR Hold) letters
- ☐ D. Academic Suspension Letters

tblARGrid must be reviewed in 2020

Step 7: PSY 125 or Explorations Course Lists and Transcripts

- ☐ A. Create Table of All Students With Active Holds and Reasons
- ☐ B. Run Reports Below
- ☐ B1. Need PSY 125 and are Enrolled — **PIDMS FOR JG FOR TRANSCRIPTS** | **Contact Shirley to Coordinate with Prerequisite Checking**
- ☐ B2. Need PSY 125 and are Not Enrolled
- ☐ B3. Need Explorations Course and Are Enrolled — **PIDMS FOR JG FOR TRANSCRIPTS** | **Contact Shirley to Coordinate with Prerequisite Checking**
- ☐ B4. Need Explorations Course and Are Not Enrolled

Step 8: Create List of Specific Populations for Academic Review

- ☐ A. Academic Review Declared Disability
- ☐ B. Academic Review Lowell Connections
- ☐ C. Academic Review Student Success
- ☐ D. Academic Review PSA

ACADEMIC REVIEW LETTERS AND REPORTS

Return to Main Report Menu

Exit Banner Reports

A Month Before Academic Review

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Step 2: Contact John and Josie (IT) to inform them of the Academic Review date

Step 3: Open table to Update IDS Courses

The Day of Academic Review

Step 4: Run Queries

A. Run Grade Queries for Academic Review Term

B. Get List of Students Who Did not Pass PSY 125: Activate Hold in Banner

C. Get List of Students Who Did not Pass Explorations: Activate Hold in Banner

D. Make Base Table for All Academic Review

E. Passed PSY 125 to Remove PR Hold From BOTH Banner and Table Created in Next Step

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C. Academic Probation (No PR Hold) letters

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B. Run Reports Below

B1. Need PSY 125 and are Enrolled — PIDMS FOR JG FOR TRANSCRIPTS | Contact Shirley to Coordinate with Prerequisite Checking

B2. Need PSY 125 and are Not Enrolled

B3. Need Explorations Course and Are Enrolled — PIDMS FOR JG FOR TRANSCRIPTS | Contact Shirley to Coordinate with Prerequisite Checking

B4. Need Explorations Course and Are Not Enrolled

Step 8: Create List of Specific Populations for Academic Review

A. Academic Review Declared Disability

B. Academic Review Lowell Connections

C. Academic Review Student Success

D. Academic Review PSA

Creating a Process Report Menu

Communication, collaboration, teamwork

- Project receives approval and assigned a priority level
- Institutional Research staff meets with project requestor
- Define scope of process
- Assemble a Project Team
- Discuss the timeline
- Draft a project plan
- Assign tasks to the Project Team
- Develop a Project Team meeting schedule
- Create a test environment
- Develop Process Menu Instructions
- Test, test, test
- Move to the Production environment
- Have resources available for "go live"
- Convene follow up meeting
- Meet annually to discuss changes/updates
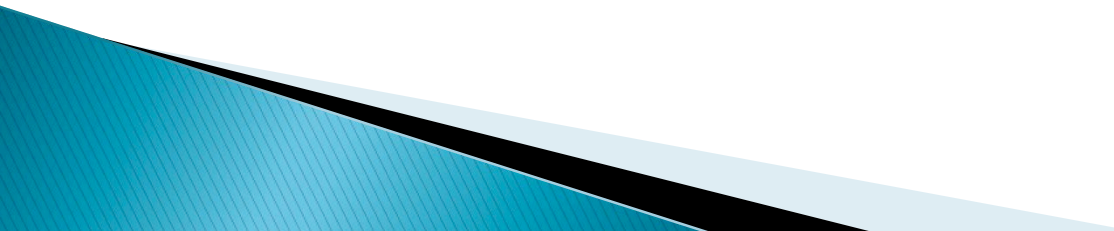
Academic Progress Interventions

- **Academic Warning Workshop**
  - Early intervention for new students
  - Information, College Policies, Tips for Success
  - https://www.middlesex.mass.edu/academicstanding/warning.aspx
- **Intervention Coursework**
  - Psychology of Success: PSY 125
  - Explorations Classes
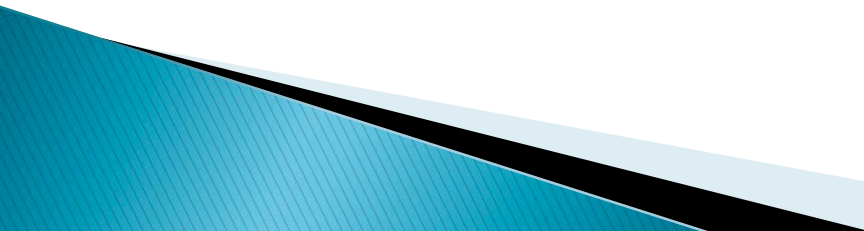
The Psychology of Success

A 3-Credit Student Success Intervention

PSY 125 –Psychology of Success
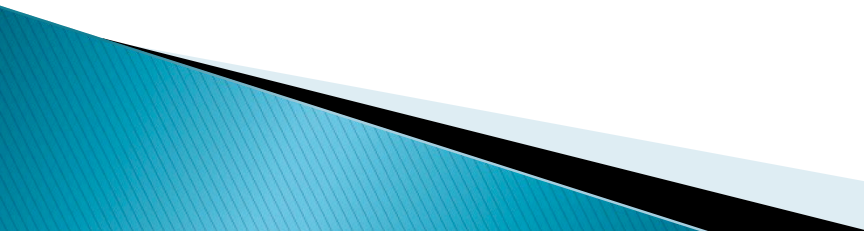
- Developed by Dr. Cathy Pride as a result of participation on Academic Review Committee
- An intervention for students as well as a 3-credit behavioral science elective
- Not a counseling session or workshop
- Sustained contact around the psychological theories related to student success
- Based on a positive psychology framework and strengths focus

Offerings of PSY 125
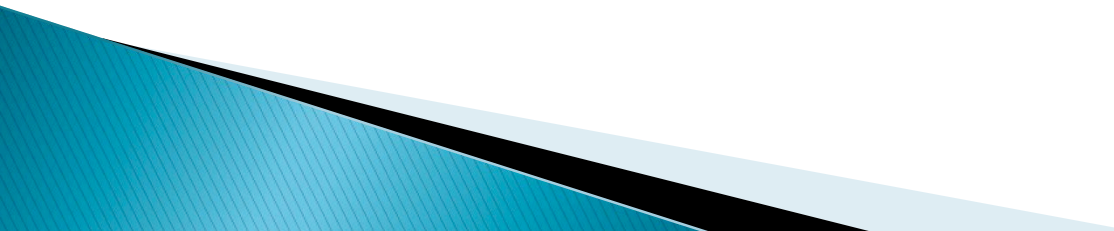
- Fall 2011   3 sections
- Spring 2012   8 sections
- Fall 2012   8 sections
- Spring 2013   8 sections
- Fall 2013   8 sections

- Over 700 students have taken the course

- Dr. Pride was given course reassignment time to work with and mentor new PSY 125 instructors
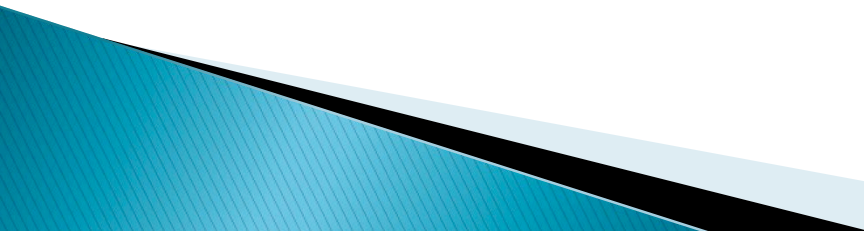
Observations

- Learning about strengths helps students realize that they are capable of academic success
- Often the first time students have never been told they have strengths
- Student success is bimodal – readiness is key
  - Students who are ready to take a hard look at themselves and apply what they are learning are quite successful
  - Students who are not ready drop, disappear, or fail
- Several students have graduated and/or transferred
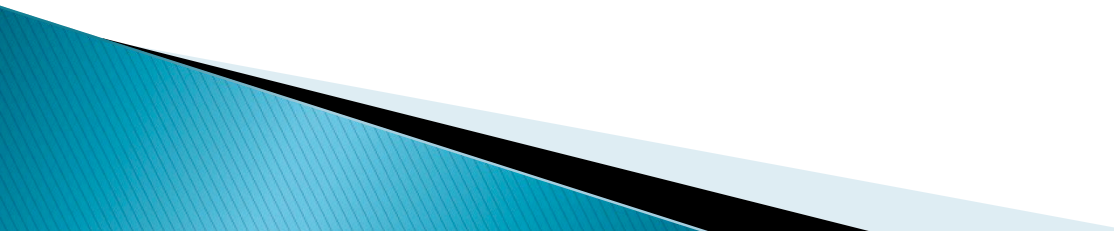
The Students

▸ To quote several students (literally!): "This course transformed my life"

▸ Students typically have low belief in themselves; they have low self-compassion and low academic hope

▸ Typical student mindsets – "If a course is hard and takes effort, it means I'm stupid"
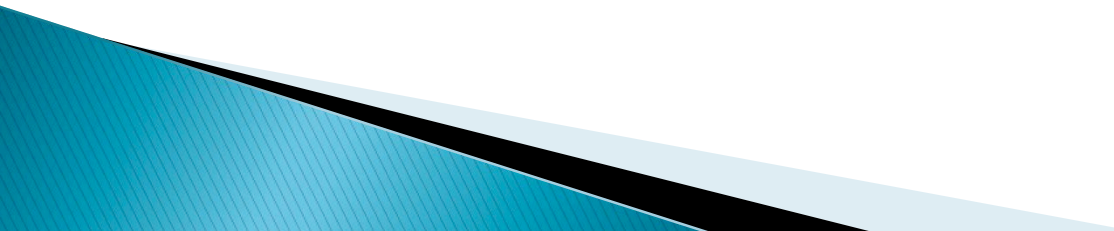
PSY 125... *Online?*

- Initial concerns about efficacy
- Writing is far superior than face to face class
- Students are more committed to doing all the reading – classroom students are more passive and expect to have information digested for them
- Students need a lot of feedback to stay engaged.
  - Post my observations of class patterns on assessments, surveys, assignments, etc.
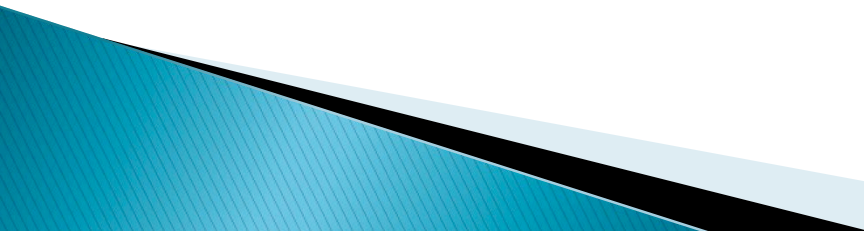 - Particularly at the beginning of the course, students need a lot of reminders about assignments

Advice for Teaching PSY 125

- Don't accept late assignments
  - assignment completion has increased dramatically over past semesters
- Instructors have to be willing to accept that not all students will be successful – the administration has to accept this, too! (we are very lucky that this is the case at MCC)
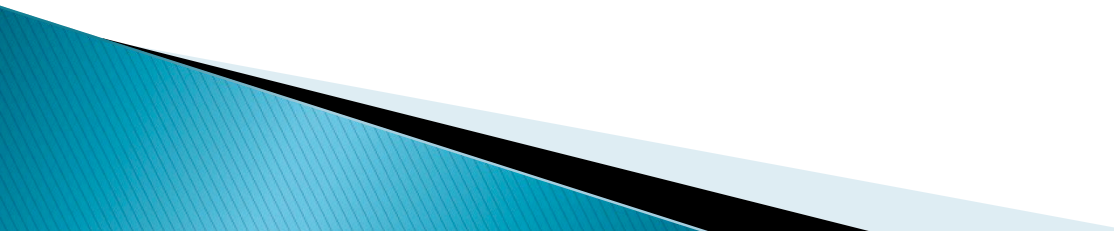
Student Comments

▸ "I feel that sometimes it is hard to break certain habits but at the same time these surveys and readings are helping us. By making us aware of how we act and react to things we can then make the changes we need in order to become more successful."
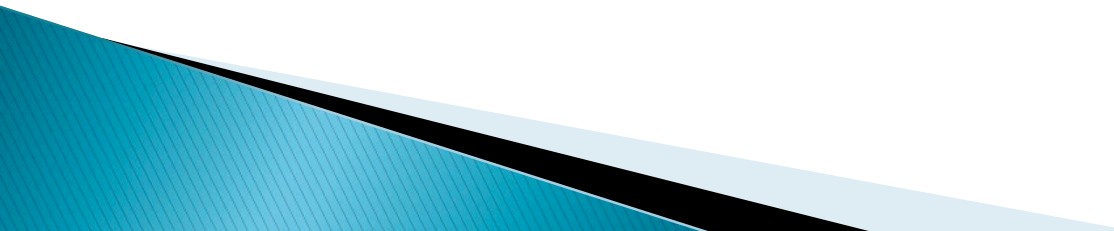
Student Comments

- "...my first semester here... I had set the stakes very high for myself and gave myself too many goals to try and complete in such a short amount of time. As soon as I started to show signs of struggle, rather than try to work through it I decided to give up. At that time I did not have the correct mindset which would allow me to use the proper tools towards success. I now know understand that and will not let little struggles keep me from the bigger picture."

Student Comments

▸ "After participating in the readings and activities I learned a lot about myself. I learned that I have the power to change how smart I am or how talented I am. I have the ability to learn and excel at new things all the time. I learned that thinking about my future goals will help my decision making now. That is something I will truly use always. It is so helpful to me and really works."

Student Comments

▸ "This semester has really brought me back to where I needed to be with my confidence and my grades in school. I believe that this class did a lot to help me get there… this class opened my eyes to physiology of mind when it comes to self control and why we struggle to do what we should do over what we want to do… I have not always gotten A's on every paper or test and sometimes I have even done pretty poorly on a test but at the same time I try to use that as an incentive to do better next time."
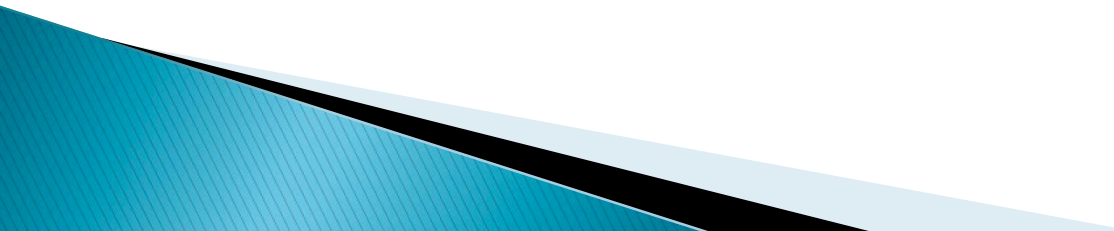
Student Comments

▸ "This class is called psychology of *success* but before I took this course I never really thought too much about that word, success. I believe I have finally discovered a sense of what it means to me… I believe that to be successful someone simply needs to be happy where they are in life.
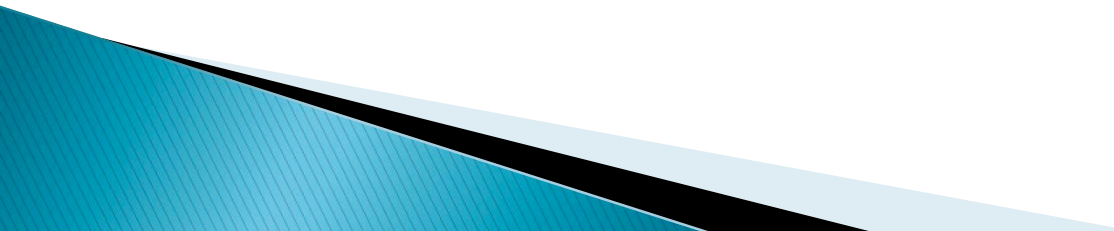
Student Comments

- "I really thought that I knew a lot about myself before taking this course and I soon found out much more and that I have room to grow… I have found many strengths and talents based on what I have learned this semester… When I make a mistake in anything I am able to forgive myself and look at the situation very clearly. This helps me to keep myself from repeating the same mistakes in the future. This is great for college because there may be situations where I do not perform the way I expected and I need to be able to move on… I will use my willpower to keep myself striving towards my goals and away from anything that will keep me from it."
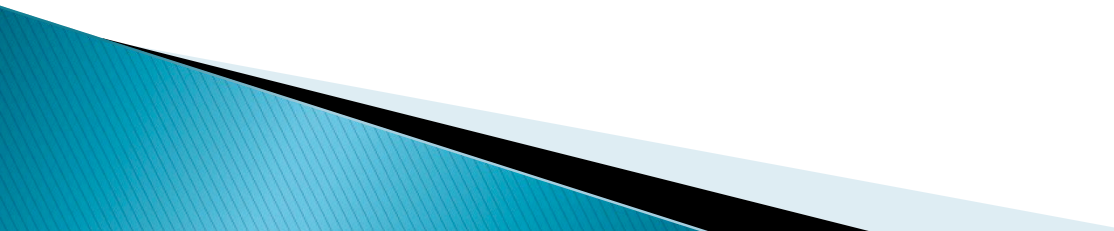
Student Comments

▸ "A strength that I will continue to develop throughout college is hope. I expect that the further I advance in college and the closer I get to my goal of being a teacher the more my hope will rise. I can also start to set more short term goals for myself so that I can continue on reaching my goals by working through obstacles."
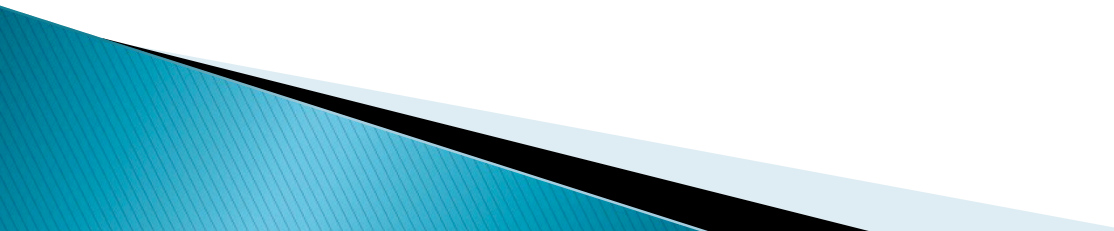
Student Comments

- "Over the course of the past semester, I have taken many assessments and have done many readings in this class. From doing all of these things, I have learned many things about myself... I learned much more about my self-control and my sense of motivation."

Student Comments

▸ "I specifically learned how it is possible to make our brains better at self-control. In other words, ways to "train your brain". From the readings and activities, I have learned that my routines of meditation have actually helped me improve my self-control as well as provide me with many other health benefits. It has improved my sense of self-control by allowing me to have the time to focus on what is going on in my mind, control my emotions, and ultimately control all of the stress in my mind and brain are simultaneously going through. I have also learned that my self-control has been limited by a high sense of stress…"

Student Comments

▸ "When it comes to myself, I [am] much more aware of when I am procrastinating, making it less likely to procrastinate as often because I am so aware of what I am doing all of the time now. This has also helped my sense of self-discipline…"

Student Comments

- "I possess the belief that my basic qualities and abilities are things that I can change and grow throughout life."

Results

Academic Probation Process				
	Fall 2009	**Fall 2010**	**Spring 2010**	**Spring 2011**
Probation	9.71%	10.53%	7.15%	7.71%
Restricted	3.41%	3.44%	3.88%	4.23%
Dismissed	2.39%	2.04%	3.43%	3.15%
	15.51%	**16.01%**	**14.46%**	**15.09%**

Academic Progress Process				
	Fall 2011	**Fall 2012**	**Spring 2012**	**Spring 2013**
Warning	6.89%	6.48%	4.87%	4.63%
Probation	6.99%	5.94%	7.89%	6.67%
Suspension	NA	0.68%	NA	0.62%
	13.88%	**13.10%**	**12.76%**	**11.92%**

Group Break-Outs

and Discussion
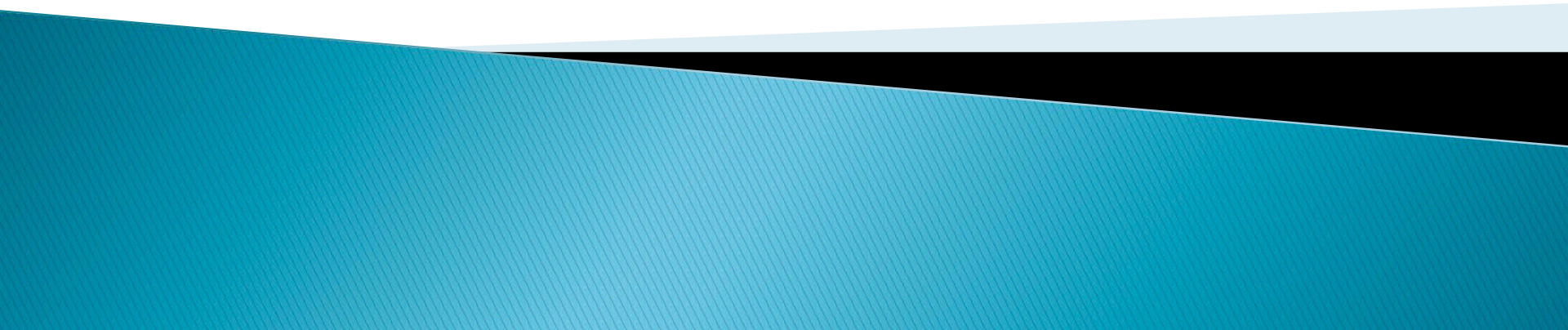
Celebrating Success

▶ Fresh Start Policy

▶ Good Job Letters
  ◦ Status of AW, PR, AS/SR in last three semesters
  ◦ Cumulative GPA raised above 2.0
  ◦ Semester GPA above 2.0