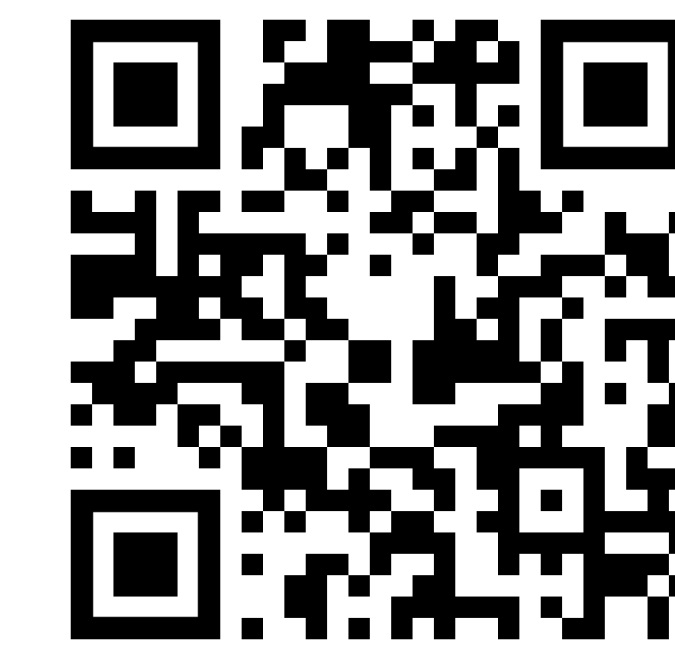


Academic Warning & Intervention in the College Of Business: Spring 2018 - Fall 2021 Cohorts

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Scan the QR code on your mobile device to access more information on the Data Fellow's program.

1. Open your camera app on your mobile device.
2. Hold your device over the QR code so that it is clearly visible.
3. Open the website when it pops up on your screen.

Research Questions

- Research topic
 - Impact of intervention on clearing academic warning in College of Business, cohorts Spring 2018 – Fall 2021
- Research questions
 - Which academic and demographic factors contribute to academic warning status and to returning to good academic standing?
 - Pell grant eligibility, minority status, 1st generation status, transfer status, entry age, and gender
 - Interventions after being placed on academic warning
 - One-on-one meeting with academic advisor
 - Workshop presented by academic advisor

Introduction

- Motivation
 - In Spring 2019, the College of Business had one of the highest rates of transfer students falling on academic warning after their first semester (13.4%). To be able to address the problem with early interventions, the team wanted to better understand the predictors and potential solutions, so that we can design appropriate interventions.
 - The project was later expanded to include all COB undergraduate cohorts (Spring 2018 – Fall 2021).
 - Findings from this project contribute to our understanding of barriers to students' timely graduation

Methods

- Data (N=6,415)
 - Source: SSD and BeachConnect
 - Sample and period: COB student cohorts from Spring 2018 to Fall 2021
 - Variables
 - Cohort, transfer, Pell grant, 1st generation status, minority status, gender, entry age
 - Academic standing: Good, academic warning, cleared warning
 - Interventions after being placed on academic warning
- Methodology
 - Descriptive analyses
 - Probit with Heckman sample selection
 - Probit model is used because the dependent variable (clearance or returning to good academic standing) is binary (0 or 1)
 - Sample selection model is used because the dependent variable is observed only if a student is on academic warning

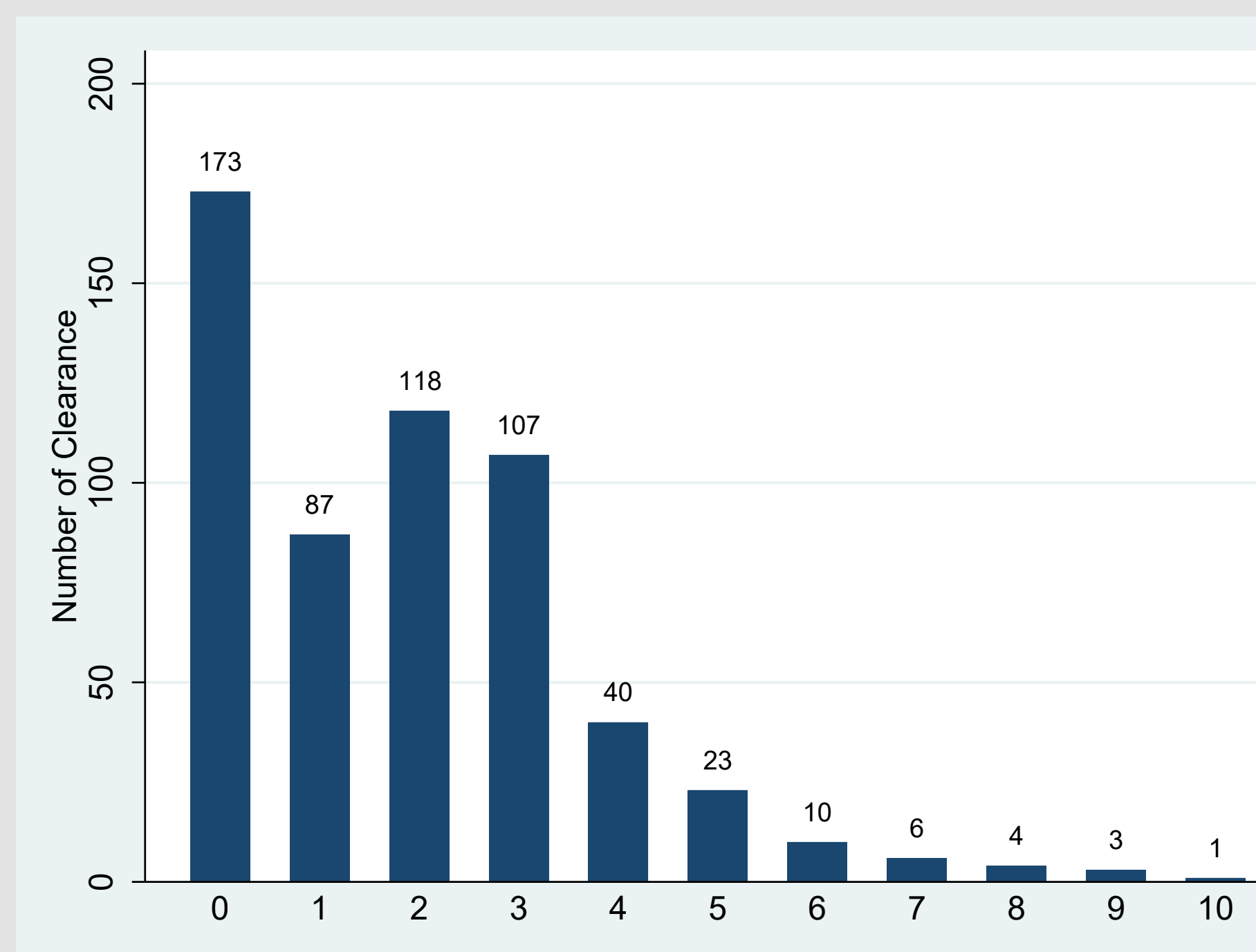
Results

Descriptive Analysis

		Freq.	%
Warning	0	5,175	80.7
	1	1,240	19.3
Intervened	0	550	44.4
	1	690	55.7
Cleared	0	661	53.6
	1	573	46.4

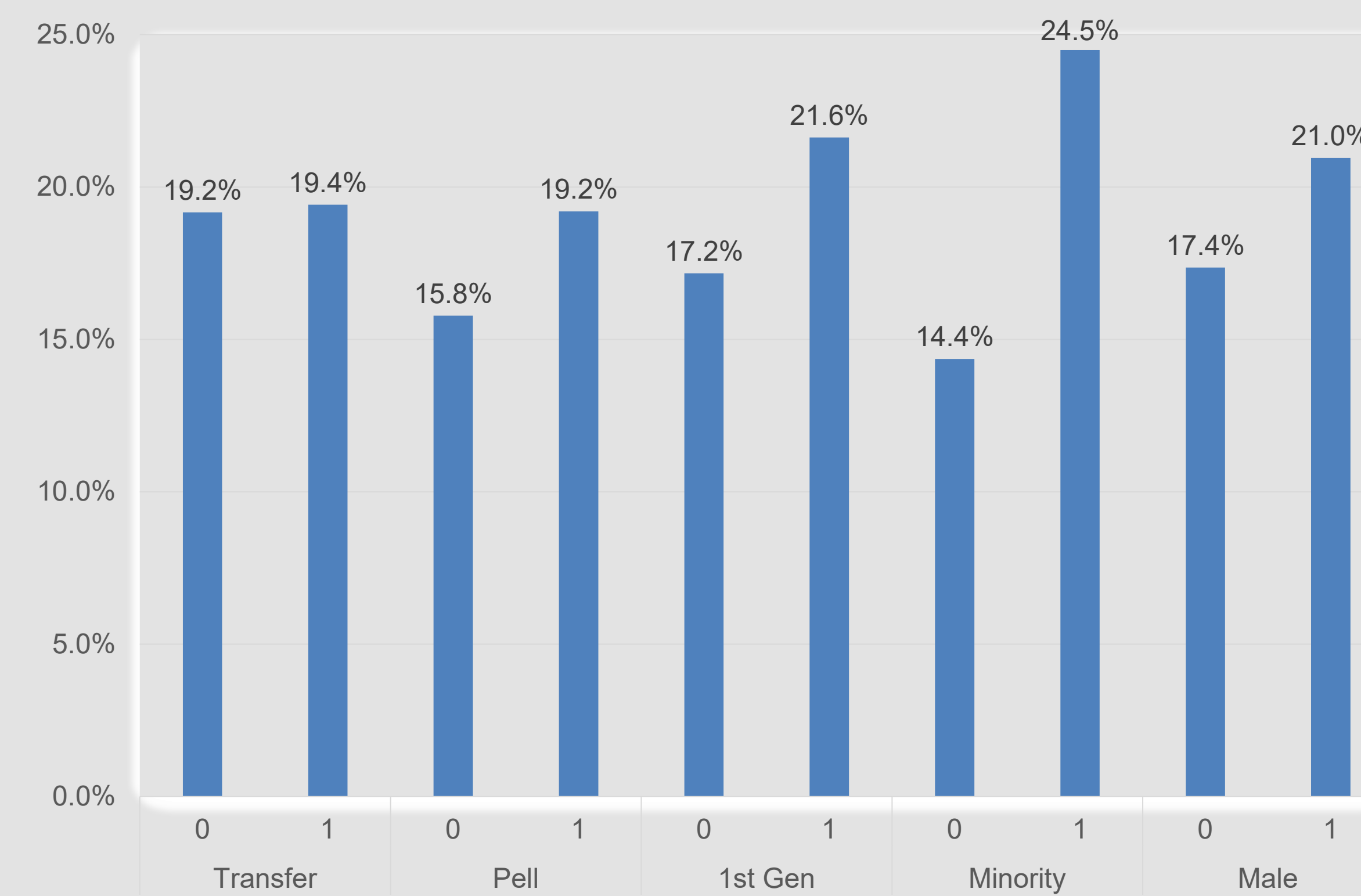
- 1,240 (19.3%) of students received an academic warning
- Out of 1,240 students who received a warning, 690 (55.7%) students participated in an intervention meeting or workshop
- Out of 1,240 students who received a warning, 573 (46.4%) students returned to good academic standing

Clearance by the Number of Interventions



- Out of 573 students, 173 (30.2%) returned to good academic standing without intervention
- Most students participated in 1-3 interventions

Percentage of Warnings (in Each Category)



- Pell grant eligible, 1st generation, minority status, and students received a higher percentage of warnings

Results of Probit Model with Sample Selection

	Warning	Clear
N_intervene		0.0849**
		(0.0119)
Transfer	-0.0151	0.1629**
	(0.0482)	(0.0485)
Pell	0.1450*	-0.0824*
	(0.0427)	(0.0500)
1 st Gen	0.0174	-0.0542
	(0.0434)	(0.0502)
Minor	0.3590**	-0.3836**
	(0.0424)	(0.0505)
Male	0.1366**	-0.1736**
	(0.0404)	(0.0472)
Entry age	0.0017	
	(0.0038)	

- Significant predictors of receiving academic warning
 - Pell grant eligible, underrepresented minority, and male
- Significant predictors that affect clearance of warning
 - Positive effects: Number of interventions, and transfer student status
 - Negative effects: Underrepresented minority, and male
- N=5,401 (Standard errors are in parentheses)
- ** p<0.05, * p<0.1

Conclusion / Discussion

- Warning
 - Entry age and first-generation status are not related to falling on academic warning
 - Pell grant eligible, minority, and male students are more likely to be on warning
 - Transfer students and FTFY students are equally likely to be on academic warning
- Cleared from warning
 - Intervention is effective in removing warning
 - With current practice and number of interventions, transfer students are more likely to be cleared
 - With current practice and number of interventions, minority and male students are less likely to be cleared

Implications for Action

- Put more focus on academic warning prevention efforts for minority and male students
- Put more focus on minority and male students in intervention efforts
- Two to three interventions seem to be most effective

Next Steps / Future Directions

- Experiments may provide further insights into appropriate types and timing of interventions
- Develop different intervention strategies to find out which type of interventions are more effective
- Explore timing of interventions
 - Before, beginning, middle, or end of a semester
- Explore student perceptions on academic warning and interventions through focus groups