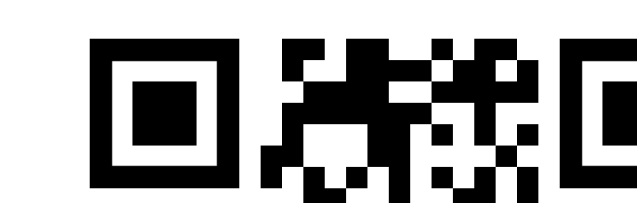


Academic Warning & Intervention in the College Of Business: Spring 2018 - Fall 2021 Cohorts

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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

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 rs8 ()-4 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

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

Descriptive Analysis

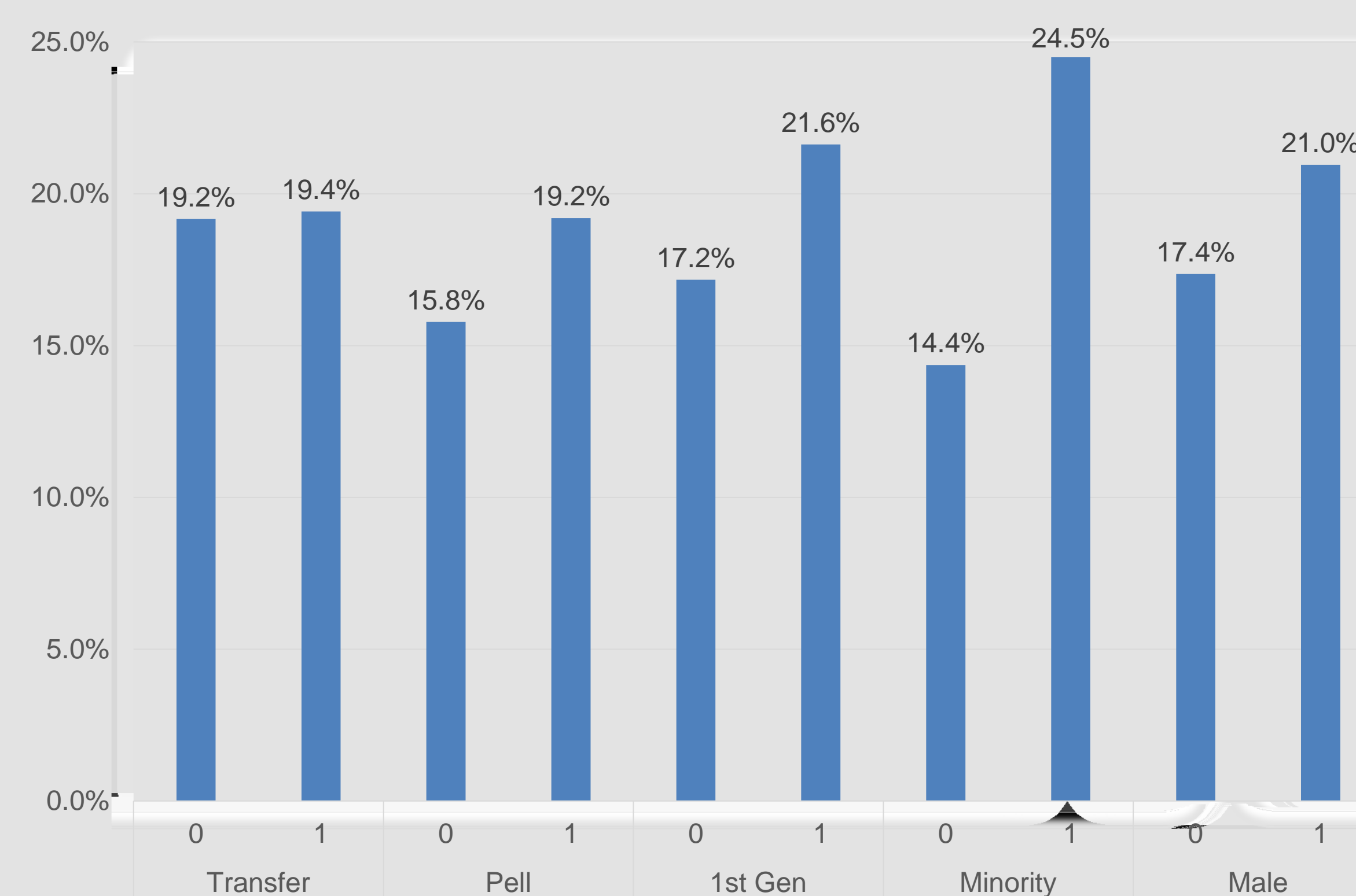
		Freq.	%
Warning	0	5,175	80.7
	1	1,240	19.3
Intervened	0	550	44.4
	1	690	55.7
Cleared	0	661	53.6
	1	573	46.4

1,240 (19.3%) of students received an academic warning

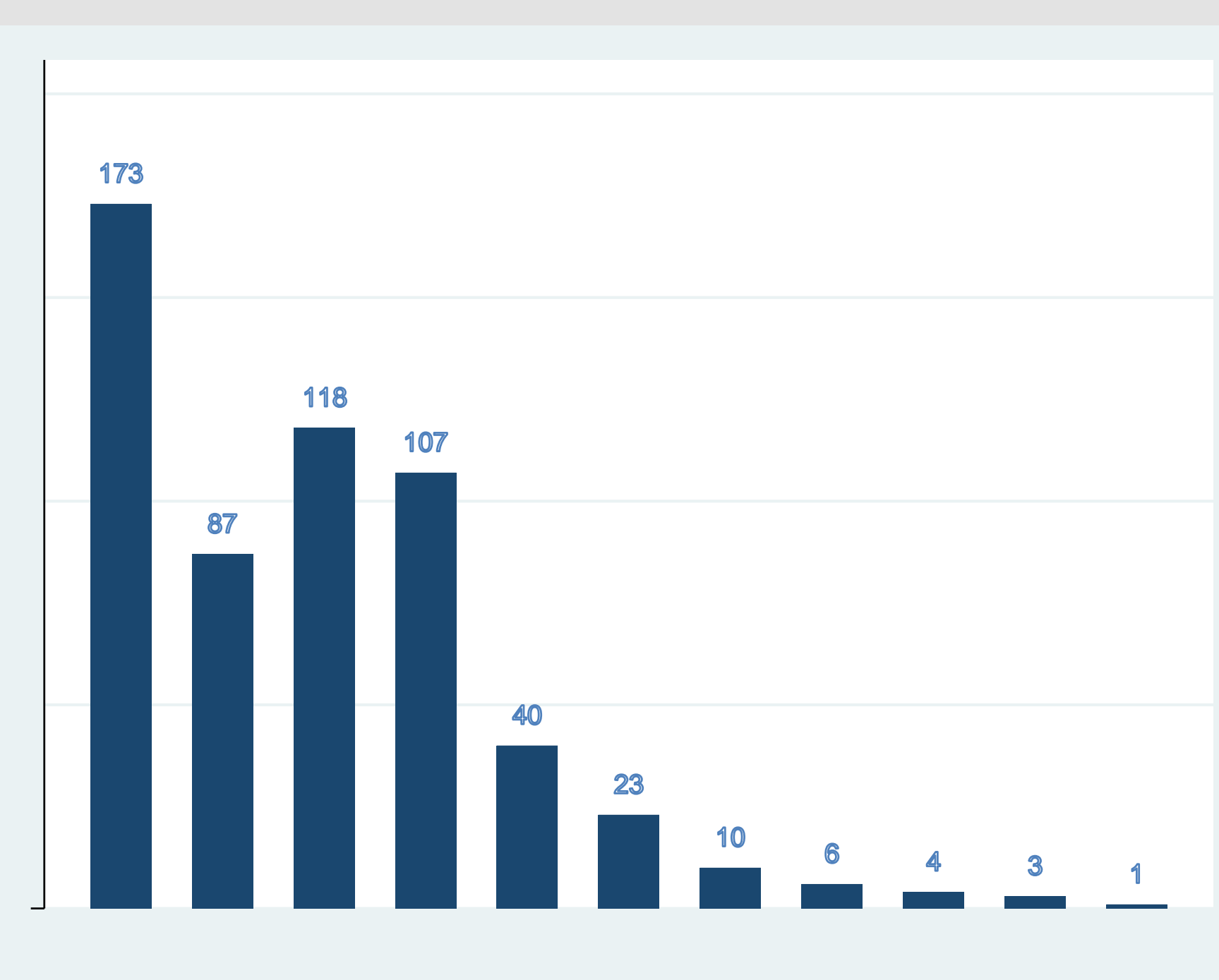
Out of 1,240 students who received a warning, 690 (55.7%) students participated in an intervention meeting or workshop

Out of 1,240 students who received a warning, 573 (46.4%) students returned to good academic standing

Percentage of Warnings (in Each Category)



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



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

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