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Subject: Student headcount statistics for academic or progress probation support services offered online at Foothill College, 2016-17

Purpose

Describe procedures used to extract and process data related to academic or progress support services offered online through Canvas¹ at Foothill College and provide summary student headcount statistics the academic year of 2016-17.

Summary

This document summarizes procedures used to extract and cleanup data for online services provided to students on academic or progress probation at Foothill College. The document describes main steps, including procedures to export student records from Canvas and subsequent data cleanup. The data records are one of the sources² used to identify students who received academic or progress probation support services at the College during the reporting term in the MIS Student Success (SS) report.³ Headcounts figures by term and academic or progress probation level are provided, including the number and percentage of students who finished the intervention successfully during the academic year. The document also includes the following recommendations: (1) align terms or academic periods for when courses/services are offered online through Canvas with the regular terms for the academic year—match beginning and end dates; (2) assess actual academic

¹ Learning management system used at Foothill College for online courses.

² Data from SARS is also used to identify students who received support services for academic or progress probation during a meeting with a counselor or academic advisor.

³ http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS10.pdf

outcomes for all students enrolled; and, (3) for students in both academic and progress probation, make sure they enroll in the highest level for either one.

Introduction

Foothill students who had attempted at least 18 units by the end of a primary term (fall, winter, or spring) are evaluated for academic standing and progress: students with a GPA less than 2.0 are placed in academic probation; those with at least 50% of their final grades equal to "W" (withdraw), "I" (incomplete), or "NP" (No Pass) are placed on progress probation. When students are identified as being on probation, a registration hold is placed on their record. After each consecutive primary term when students fail to achieve good standing regarding academic achievement or progress, they are moved to a higher probation level. After five consecutive terms of failing to achieve good standing, students become subject to dismissal.

Students with a registration hold due to academic or progress probation in level 1 to level 3 can receive online support services available through Canvas.⁴ The format in which these services are provided is akin to online courses that cover topics such as academic progress, academic probation, time management, study skills, or motivation. These online courses are tailored to students' probation level. For level 1, basic or first time on probation, students can watch a video and complete a 10 question quiz; students with a score of at least 8 (maximum of 10) can have their registration hold removed. For level 2, second consecutive term on probation, students are given the choice to watch one of three videos and take the corresponding 10 question quiz, in which they need to answer correctly at least 8 of a total of 10 questions to have their registration hold removed. For level 3, third consecutive term on probation, students must finish three tasks: completing a severe probation worksheet assignment, reviewing and acknowledging counselor's feedback based on task 1, and completing a "student acknowledgment" in a three question quiz format with a score of 100%. Once all three tasks are completed, the registration hold is then removed. There are not online support services for students at severe probation levels (4 and 6). For these students, one-on-one counseling

⁴ Students on academic or progress probation for the term are invited to participate in the courses. The courses are tailored to the student's level of academic or progress probation.

appointments are required before the registration hold is removed. More details are provided in Appendix A.

Methods

For the fall and winter terms, comma delimited (csv) files with final grades were exported from Canvas after the end of the term for all levels. For the summer and the spring terms, data files for each quiz offered in levels 1 and 2 and final grades for level 3 were exported. Because summer and spring data included services provided in two regular academic periods offered in two consecutive academic years (2015-16 and 2016-17), the submission date for the quiz was used to identify the term and academic year when the course or intervention was offered.

SAS⁵ procedures were used to disaggregate the data by term and academic year; and to create records with the student ID, academic progress/probation level, quiz scores, and final grade. SQL procedures were then used to identify the academic term when the registration hold was removed, as shown in Banner-SOAHOLD, during or right after the term for the course or intervention. Students with a “Pass” as current or final grade (met minimum requirements) and with a registration hold removed during the reporting term were identified as having received academic progress or probation services in the MIS SS (Student Success) report.⁶

Results

Data in Table 1 show that a total of 1,730 students were enrolled⁷ in at least one of the online courses that offered academic or progress probation support services at Foothill College in the 2016-17 academic year. Data in Table 1 also show the following.

- The course success rate, percentage of students who enrolled and completed the course requirements, was 69% (1,196 out of 1730) for the academic year;

⁵ Statistical Analysis Software

⁶ Students on progress or academic probation that meet with a counselor during the reporting term, as document by SARS data, are also identified as having received in MIS SS progress or academic probation services.

⁷ For spring data, only students who attempted at least one quiz in the course were included in the sample.

for primary terms with complete enrollment data (fall and winter), the course success rate was about 50%.

- Regarding students who had their registration hold removed on or after completing course requirements (course success), the rate or percentage for the academic year was 66% (1,136 out of 1,730); for primary terms with complete enrollment data (fall and winter), the rate was about 50%.

In Table 2 the data were segregated by probation level to examine whether there was a relationship between probation level, completing course requirements, and having the registration hold removed on or after the intervention. The data in Table 2 show that for both first-time and returning students, the higher the academic or progress probation level, the less likely students are to succeed in the course or have their registration hold removed. For example, Table 2 shows that about 70% (833 of 1,198) of the students in level 1 succeeded in the course and had their hold removed, compared to 28% (109 out of 385) in level 3. Figure 1 shows the significant differences among the percentages for students who succeeded in the course or intervention and had their registration hold removed in levels 1 and 2 (70% and 66%), when compared to the percentage for level 3 (28%).

Data in Table 3 were disaggregated by term and probation level to identify the intersection between these two factors. Data in this table show differences across terms: lower rates for the fall and winter terms, when compared to rates for the summer and spring. Such difference could be explained by the following:

- Data for summer and spring only include students who attempted at least one quiz, not all students enrolled in the course or intervention. Because fall and winter data include data for all students enrolled in the course, course success figures for all terms in the academic year are not comparable (i.e., statistics relate to different constructs/populations).
- Despite differences in the samples for each term, the percentage for students who succeeded in the course were significantly lower for level 3, when compared to the percentages for level 1 or level 2, independently of the term or sample characteristics.

In Table 4, the data showed that more than 90% of students who succeed in the course had their registration hold removed in the same term when they enrolled. To examine why some students had their registration hold removed at least two terms after they succeeded the course, two students or cases were selected for further review. Data for these two students showed that they met with a counselor on the same term when the hold was removed (SARS data).

TABLE 1. HEADCOUNT BY TERM FOR STUDENTS WHO SUCCESSFULLY COMPLETED THE ACADEMIC OR PROGRESS PROBATION ONLINE COURSE AND FOR THOSE WHO HAD THEIR REGISTRATION HOLD REMOVED AFTER THE INTERVENTION, FOOTHILL COLLEGE, 2016-17

Term	Total Count	Course Success		Course Success and Hold Removed	
		Count	Percent	Count	Percent
Summer	590	514	87%	509	86%
Fall	711	356	50%	337	47%
Winter	753	386	51%	380	50%
Spring	352	291	83%	285	81%
Total Headcount	1,730	1,196	69%	1,136	66%

Notes

Term: Academic period when the online intervention was offered through Canvas.
 Course Success: Course grade equal to "Pass," or students met minimum requirements in the course/intervention to have their registration hold removed.
 Course Success and Hold Removed: Students met minimum requirements in the course/intervention to have registration hold removed and the hold was removed on or after the term (academic period when the course/intervention was offered).

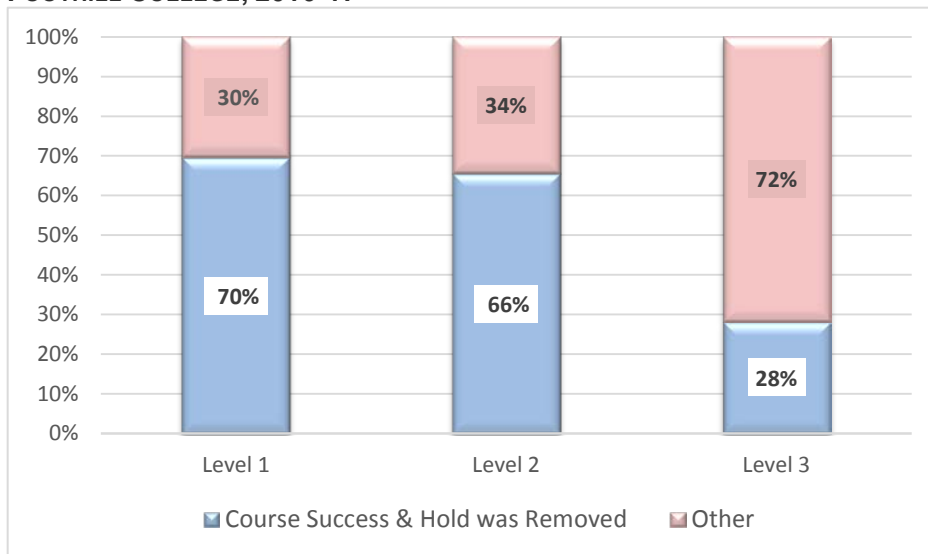
TABLE 2. HEADCOUNT BY PROBATION LEVEL FOR STUDENTS WHO SUCCESSFULLY COMPLETED THE ACADEMIC OR PROGRESS PROBATION ONLINE COURSE AND FOR THOSE WHO HAD THEIR REGISTRATION HOLD REMOVED AFTER THE INTERVENTION, FOOTHILL COLLEGE, 2016-17

Probation Level	Total Count	Course Success		Course Success and Hold Removed	
		Count	Percent	Count	Percent
Level 1	1198	852	71%	833	70%
Level 2	632	424	67%	414	66%
Level 3	385	110	29%	109	28%
Ret Level 1	60	56	93%	52	87%
Ret Level 2	54	39	72%	37	69%
Ret Level 3	38	24	63%	24	63%
Total Headcount	1,730	1,196	69%	1,136	66%

Notes

Probation Level: The level refers to the number of consecutive terms students have been on probation.
 "Ret" refers to students who failed to complete requirements for the intervention by the deadline during a prior term and are enrolled in the same level for the current term.
 Course Success: Course grade equal to "Pass," or students met minimum requirements in the course/intervention to have registration hold removed.
 Course Success and Hold Removed: Students met minimum requirements in the course/intervention to have registration hold removed and the hold was removed on or after the term (academic period when the course/intervention was offered).
 Figures are not mutually exclusive for some students may have been enrolled in different levels (different probation levels for academic standing or progress).

FIGURE 1. PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETED THE ACADEMIC OR PROGRESS PROBATION ONLINE AND HAD THEIR REGISTRATION HOLD REMOVED AFTER THE INTERVENTION, Foothill College, 2016-17



Notes

Probation Level: The level refers to the number of consecutive terms students have been on academic or progress probation.

Course Success and Hold Removed: Students met minimum requirements in the course/intervention to have registration hold removed and the hold was removed on or after the term (academic period when the course/intervention was offered).

Other: Students did not complete minimum requirements for the course or registration hold was not removed during the academic year.

TABLE 3. HEADCOUNT BY TERM AND PROBATION LEVEL FOR STUDENTS WHO SUCCESSFULLY COMPLETED THE ACADEMIC OR PROGRESS PROBATION ONLINE COURSE AND FOR THOSE WHO HAD THEIR REGISTRATION HOLD REMOVED AFTER THE INTERVENTION, FOOTHILL COLLEGE, 2016-17

Term	Probation Level	Total Count	Course Success		Pass Grade and Hold Removed	
			Count	Percent	Count	Percent
Summer	Level 1	290	290	100%	289	100%
	Level 2	146	143	98%	142	97%
	Level 3	115	44	38%	43	37%
	Ret Level 1	19	19	100%	17	89%
	Ret Level 2	19	18	95%	17	89%
	Ret Level 3	17	12	71%	12	71%
Fall	Level 1	392	190	48%	179	46%
	Level 2	246	116	47%	109	44%
	Level 3	101	39	39%	39	39%
	Ret Level 1	16	14	88%	13	81%
	Ret Level 2	16	8	50%	8	50%
	Ret Level 3	11	6	55%	6	55%
Winter	Level 1	414	235	57%	232	56%
	Level 2	197	100	51%	99	50%
	Level 3	119	22	18%	22	18%
	Ret Level 1	25	23	92%	22	88%
	Ret Level 2	18	9	50%	8	44%
	Ret Level 3	6	3	50%	3	50%
Spring	Level 1	206	204	99%	199	97%
	Level 2	79	78	99%	77	97%
	Level 3	64	8	13%	8	13%
	Ret Level 2	4	4	100%	4	100%
	Ret Level 3	5	3	60%	3	60%

Notes

Term: Academic period when the online intervention was offered through Canvas.
 Probation Level: The level refers to the number of consecutive terms students have been on probation. "Ret" refers to students who failed to complete requirements for the intervention by the deadline during a prior term and are enrolled in the same level for the current term.
 Course Success: Course grade equal to "Pass," or students met minimum requirements in the course/intervention to have registration hold removed.
 Course Success and Hold Removed: Students met minimum requirements in the course/intervention to have registration hold removed and the hold was removed on or after the term (academic period when the course/intervention was offered).
 Figures are not mutually exclusive for some students may have been enrolled in different levels (different probation levels for academic standing or progress).

TABLE 4. HEADCOUNT BY THE TERM WHEN STUDENTS SUCCESSFULLY COMPLETED THE ACADEMIC OR PROGRESS PROBATION ONLINE COURSE AND THE TERM WHEN THEY HAD THEIR REGISTRATION HOLD REMOVED AFTER THE INTERVENTION, Foothill College, 2016-17

Term for Intervention	Term when Hold was Removed	Count	Percent
Summer	Summer	424	86%
	Fall	68	14%
	Winter	1	0%
	Spring	1	0%
Total		494	100%
Fall	Fall	313	93%
	Winter	21	6%
	Spring	3	1%
Total		337	100%
Winter	Winter	353	93%
	Spring	27	7%
Total		380	100%
Spring	Spring	258	91%
	Summer (2017-18)	27	9%
Total		285	100%

Notes

Term for Intervention: Academic period or term when the student successfully completed online course or intervention through Canvas.
 Term when Hold was Removed: Term when registration hold was removed on or right after online intervention.
 The canvas course or intervention for spring ends on late August. The analysis was conducted on mid-July of 2017. Thus, only students who completed one of the online quizzes were included in the original sample.

Recommendations

1. Align the terms (start and end dates) for online courses or interventions that provide services related to academic or progress probation with the terms in the regular academic year. Having these online courses or interventions follow the regular schedule will allow the College make meaningful comparisons across terms and academic years (e.g., estimate complete and success rates by term).

2. Assess actual academic outcomes (success and retention rates) for students who enrolled in courses or participate in interventions that provide academic or progress probation support services.
3. Enroll students in both academic and progress probation in the highest level for either one. These students tend to show as enrolled in different levels during the same term; however, they only need to meet minimum requirements for one course for the registration hold to be removed. During data cleanup, students enrolled in more than one level during the same term opted to meet requirements in the course for the lower level.

Appendix A. Probation Data by Foothill College Counseling Division

Foothill College
Counseling Division
Probation Committee
Authors: Hilary Bacon, Eleazar Jimenez, Dokesha Meacham, Lan Truong (Dean)
Oct. 10, 2016

Probation Data
Requested by Lourdes Parent

Questions from Lourdes:

- 1. What is considered a level 1-3 probation service for within Canvas?**
- 2. When did it happen?**
- 3. How are level 1-3 probation students organized in Canvas?**

1. For students on levels 1-3 probation, the probation service is provided entirely online via a short-term Canvas course:

Level 1: Students watch Level 1: Basic Probation video and complete 10 question quiz. Students must earn 8 out of 10 points to pass quiz. Student are given three attempts and unlimited amount of time during the timeframe in which the Canvas course is open to complete the quiz. If students earn a score of less than 8, they may retake the quiz for a higher score.

Level 2: Student may choose 1 of 3 videos to watch and take corresponding 10 question quiz. Students must earn 8 out of 10 points to pass quiz. Student are given three attempts and unlimited amount of time during the timeframe in which the Canvas course is open to complete the quiz. If students earn a score of less than 8, they may retake the quiz for a higher score.

Level 3: Student will complete three tasks:

1. Complete Level 3: Severe probation worksheet and upload to Canvas
2. Counselor will review completed assignment and send a message to the student with recommendations for success (i.e. reduce unit load, next qtr. ed plan, campus resources, etc.) and next steps to complete student acknowledgment. Student will read this message.
3. Complete a three question student acknowledgement in quiz format. Student must earn 100/100 on this quiz to be eligible for registration hold in Banner to be cleared.

Level 4: Students attend a 30 min., one on one counseling appointment and sign a level 4 probation student agreement form.

Level 6: Students attend a 30 min., one on one counseling appointment and sign a level 6 probation student agreement form.

2. For data collection purposes, the levels 1-3 probation services are considered provided when the student has taken and passed the quiz. Data are downloaded from "Quiz Statistics" section of Canvas course.

The level 4-6 probation services are considered provided when student attends a counseling appointment. Data are retrieved from SARS Anywhere software.

3. Student who are placed on levels 1-3 probation due to their academic/progress performance in the prior regular term (fall, winter, spring) are enrolled in a Canvas course in the current term. They are given a deadline to complete their intervention. If they fail to complete the intervention by the deadline, their registration hold will not be lifted and they will need to e-mail fhprobation@foothill.edu requesting to be re-enrolled in the same level RETURNING student probation course which they can complete in the next term by the determined deadline. Students who advance to the next level of probation due to their academic/progress performance in the prior regular term (fall, winter, spring) are enrolled in the next level Canvas course in the next term (if they advance in levels 1-3). If student advances to level 4, they complete their intervention via a one on one counseling session.