College of Arts & Sciences
Academic Sanction Interventions

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Academic Sanction Interventions Timeline

• Spring 2012 & Fall 2012 implemented programs to lower the number of students on academic sanctions
  – Individual meetings with bi-weekly follow-up
  – Group sessions offered in Spring 2012
  – Centralized Quick Connect responses

• 2013 Increased Staff in the Advising Center

• Fall 2013 & Spring 2014 focused on identifying the most pervasive factors leading to academic sanction with one-on-one student meetings that resulted in individualized success plans
End of Term Sanctions – Fall

From Fall 2010 to Fall 2013
- 37% decrease in number on sanction
- 33% decrease in percentage on sanction

Fall 2010: 557, 9.8%
- Warning: 354
- Probation 1: 17
- Probation 2: 81
- Suspension: 105

Fall 2011: 351, 6.6%
- Warning: 307
- Probation 1: 10
- Probation 2: 63
- Suspension: 85

Fall 2012: 235
- Warning: 235
- Probation 1: 12
- Probation 2: 50
- Suspension: 83

Fall 2013: 219
- Warning: 219
- Probation 1: 12
- Probation 2: 46
- Suspension: 74

Legend:
- Warning
- Probation 1
- Probation 2
- Suspension
End of Term Sanctions – Spring

From Spring 2011 to Spring 2014
- 36% decrease in number on sanction
- 32% decrease in percentage on sanction

Spring 2011: 377, 7.3%
Spring 2012: 240, 5%

Meetings with Sanction Students and Advisor

- Registration holds and private meetings
- Discuss what sanction is and why they are on it
- Students provide details of why their academic performance is unsatisfactory
- Co-create an individual plan for improving academic performance.

The advisor provides trust and support to students, and consults with faculty and staff when appropriate.
• Understanding *why* a student falls into academic sanction is essential to problem solving

• Identify the most common reasons NMSU students fall into sanction.

• Meetings with more than a hundred students lead to the development of an interview/data collection document
Key academic history (includes reason for major, HS and transfer history)

Notes on our conversation and collaborative plan of action

Primary indicators based on information from interview
### Indicators for Academic Sanction

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>course completion, grades, and grade point average</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>personal skills, coping, relationships, family background, culture</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
<td>stresses regarding tuition, aid, employment, expenses, support of dependents, debt</td>
</tr>
<tr>
<td><strong>Limitations</strong></td>
<td>physical/learning/emotional/access and stresses that affect performance</td>
</tr>
<tr>
<td><strong>Outliers</strong></td>
<td>examples: technical, military, opportunity</td>
</tr>
</tbody>
</table>
Indicators for Academic Sanction

• Academic
  Engagement
  Habits
  Ability

• Personal
  Transition
  Family
  Social

• Outliers

• Financial
  Employment
  Financial Aid
  Debt

• Limitations
  Permanent
  Logistical
  Medical
  Counseling
Success and Indicators (Spring 2014 sample)

• 62% of the sample improved their GPAs

• Almost half (48%) of the students were impacted by only one indicator

• Student impacted by one or two indicators were most likely to improve (64%)

• Students with Academic indicators were least likely to improve their GPAs
  - Limitations 65%
  - Personal 61%
  - Financial 63%
  - Academic 51%
Plans for Future Interventions

• Fall 2014
  – Continue one-on-one meetings
  – Continue centralized Quick Connect response
  – Additional Data Analysis – Improvement & Retention

• Spring 2015
  – Focus on Academic Warning students
    • Largest group
    • Least success (in terms of improvement)
    • Closest to good standing
  – Combination of group, individualized, and online interventions
  – Outreach based on term GPA as well as cumulative GPA
  – Department and course specific interventions