

R E P O R T R E S U M E S

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REPORT OF STUDENT RETENTION-DISMISSAL PRACTICES IN SELECTED CALIFORNIA JUNIOR COLLEGES.

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STATEMENTS OF THE PROBATION AND DISMISSAL POLICIES FOR EACH OF 21 CALIFORNIA JUNIOR COLLEGES ARE ACCOMPANIED BY STATISTICAL DATA SHOWING THE NUMBERS OF STUDENTS AFFECTED BY THE POLICIES, AND--IN SOME CASES--THE EFFECTS OF RAISING THE STATE MINIMUM GRADE POINT AVERAGE FOR GOOD STANDING FROM ITS CURRENT 1.5 TO 2.0. CONCLUDING THAT PROBATION-DISMISSAL-RETENTION STANDARDS CONSTITUTE A COMPLEX PROBLEM WHICH PROBABLY WILL NOT BE SOLVED BY REGULATIONS, THE AUTHOR RECOMMENDS FURTHER STUDIES--(1) COMPILATION OF AN ACCURATE RECORD OF THE CURRENT JUNIOR COLLEGE PRACTICES WITH RESPECT TO PERFORMANCE STANDARDS, (2) THE IMPACT AND EFFECTIVENESS OF SELECTED PRACTICES ON STUDENT ACHIEVEMENT, (3) SIMILAR STUDIES IN THE UNIVERSITY AND STATE COLLEGES, (4) MEANS OF EARLY IDENTIFICATION OF STUDENTS WHO, UNDER NORMAL PROCEDURES, WOULD HAVE MINIMAL SUCCESS IN JUNIOR COLLEGE, AND (5) IMPROVED, INNOVATIVE PRACTICES TO INCREASE THE VALUE OF POST-HIGH SCHOOL EDUCATION TO THOSE FOR WHOM TRADITIONAL PROGRAMS ARE INEFFECTIVE. (WO)

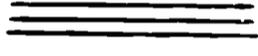
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R E P O R T
OF
STUDENT RETENTION-DISMISSAL PRACTICES
IN
SELECTED CALIFORNIA JUNIOR COLLEGES

UNIVERSITY OF CALIF
LOS ANGELES



MAR 21 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Prepared for the
Junior College Advisory Panel
of the
State Board of Education
June 17, 1966 Meeting

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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California Junior College Assn.
June, 1966

C O N T E N T S

Letter of Transmittal

Section I - Summary and Recommendations

Section II - Probation-Dismissal Practices in Junior Colleges
Selected, Representative Data and Studies

Bakersfield College
Cabrillo College
Chaffey College
Diablo Valley College
Fullerton Junior College
Glendale College
Grossmont College
Los Angeles City College
Los Rios Junior College District
College of Marin
Merritt College
Mira Costa College
Modesto Junior College
Porterville College
San Jose City College
Santa Barbara City College
Santa Rosa Junior College
Shasta College
Vallejo Junior College
Ventura College
West Valley College

Comments on and Computation of the Probable Impact
of Changing Probation Requirements from 1.5 to 2.0 g.p.a.

Antelope Valley College
Orange Coast College
Reedley College
San Bernardino Valley College
San Jose City College
Santa Ana College
Santa Monica City College
Shasta College
Ventura College

SECTION I - SUMMARY AND RECOMMENDATIONS

Purposes of this Report. This paper has two major purposes:

1. To provide evidence that the California junior colleges have been for years studying the complex problems of student standards and persistence, and -
2. To recommend studies which have promise of improving the services of these colleges to their students and to their communities, and which will provide a factual basis for identifying regulations which may enhance the effectiveness of these services in these colleges.

Collection of Institutional Reports and Studies. Section II of this paper is a collection of selected extracts from junior college reports and studies. Effort was made to include large colleges and small colleges, new colleges and old colleges, as well as illustrations of various practices.

Two major conclusions can be drawn from these institutional reports:

1. Probation-dismissal-retention standards constitute a complex problem which probably will not be solved by regulations.
2. California junior colleges have given earnest and sustained attention in their respective colleges to these problems for many years.

Section II does not include summaries of the many letters written by junior colleges protesting the proposed retention-disqualification regulations because many of these letters were addressed to members of the State Board of Education. In the last part of Section II, however, there is included a sampling of efforts to compute the impact of the proposed regulations. Also included in this Section are a small number of thoughtful letters addressed to the general problem.

Proposed Studies. Because retention practices and standards are of such importance to higher education, to students, and to society; because student performance is of such complexity; and because ill-advised regulations in this field could seriously limit junior colleges in California from carrying out their mission in higher education as envisioned by the Master Plan, the California Junior College Association urges the Coordinating Council and the State Board of Education to support the Association in organizing, initiating and conducting studies which will clarify the need for and the probable consequences of changed regulations which are considered necessary

The California junior colleges would prefer to state this request in broader positive terms. The Association seeks the assistance of the Coordinating Council and the State Board of Education in studying ways in which the junior colleges of California can best fulfill their distinctive role in the tripartite system of higher education, with particular attention given (in this instance) to the problems of student performance at the lower end of the achievement spectrum.

It is the recommendation of the Director of Research of the California Junior College Association that:

1. With the advice and cooperation of the Coordinating Council, State Board of Education and the junior college bureaus of the State Department of Education, studies be organized and undertaken along lines outlined below.

2. These agencies assist in securing funds for this effort.

Suggested studies include the following:

Study 1. To compile an accurate record of the current practices of junior colleges with respect to standards of student performance with particular attention to the performance of students at the lower end of the achievement spectrum.

Study 2. To evaluate the impact and effectiveness of selected retention practices and procedures on student achievement.

Comment on Studies 1 and 2: These studies would provide a basis for judging the degree of uniformity of practices currently in operation in the junior colleges, and would provide a basis for identifying critical points of practice for which controlling regulations might be considered.

Studies 3 and 4. To conduct similar (companion) studies in the other segments of higher education.

Comment on Studies 3 and 4: In the various documents which initiated the current review of standards is the request for "...greater uniformity in retention standards...among the systems for comparable programs...". In view of the distinctive role which junior colleges are expected to play in California, the degree and nature of uniformity which is desirable has not been previously clearly identified. There may be a false assumption that present practices in other segments of higher education are effective, good, desirable, or appropriate for junior colleges.

Study 5. To search for efficient and effective ways of identifying early students who under normal procedures would have minimal success in junior colleges.

Study 6. To experimentally search for improved, innovative practices which would increase the value of post-high school education to those students for whom traditional programs are ineffective.

Comment on Studies 5 and 6: These studies represent a positive approach to identifying post-high school educational experiences needed by all segments of our society. They will necessitate consideration of student drop-outs as well as force-outs. They will provide data upon which we may more confidently debate the merits of alternate solutions to the issues underlying the differences of views on standards. They will measure the relative impact of differing programs and of programs of differing length on various categories of students.

SECTION II

PROBATION-DISMISSAL PRACTICES IN JUNIOR COLLEGES

Selected, Representative Data and Studies

Bakersfield College
Cabrillo College
Chaffey College
Diablo Valley College
Fullerton Junior College
Glendale College
Grossmont College
Los Angeles City College
Los Rios Junior College District
College of Marin
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San Jose City College
Santa Barbara City College
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Shasta College
Vallejo Junior College
Ventura College
West Valley College

BAKERSFIELD COLLEGE

Bakersfield College has conducted several intensive studies of student success. Three of these are reviewed briefly below:

1. Program O. This special remedial program was introduced experimentally at Bakersfield College, 1956. It is still in operation, and a large number of junior colleges have adapted it to their institutions.

The program was introduced in an effort to provide opportunity for students of minimal preparation (and ability) to repair deficiencies and to demonstrate their ability to successfully carry college work. Students who score below the tenth percentile SCAT are enrolled in this program and are given special instruction and assistance in English, mathematics and social science, as well as special counseling attention.

Characteristics of these students include:

Stanford Achievement Tests

Spelling	Grade 5.9
Reading Comprehension	Grade 6.0
Vocabulary	Grade 7.6

California Test of Mental Maturity

Language I.Q.	82.0
Non-language I.Q.	89.7
Total I.Q.	85.7

Los Angeles Public School Test of Mathematics Grade 5.7

SCAT -

V	-	260	-	5 %ile
Q	-	264	-	5 %ile
T	-	261	-	5 %ile
Beta	-	101.6		

Program O students enter on probation and have only one semester to prove they can profit from the instruction offered. If they fail to make a 1.5 gpr, they are subject to disqualification.

Summary of a three year follow-up of Program O students who enrolled in 1951 follows:

<u>First Year</u>		<u>Per Cent Retention</u>
Number entering, Fall 1959	98	
Average gpa	1.23	
Number continuing, Spring 1960	46	47%
Average gpa	1.57	
<u>Second Year</u>		
Number continuing, Fall 1960	27	28%
Average gpa	1.71	
Number continuing, Spring 1961	22	22%
Average gpa	1.53	
<u>Third Year</u>		
Number continuing, Fall 1961	20	20%
Average gpa	1.44	
Number continuing, Spring 1962	12	12%
Average gpa	1.87	
Candidates for graduation, Spring 1962	4	

BAKERSFIELD COLLEGE (continued)

2. John J. Collins, "Pilot Study: Success of Sub-Average High School Students at Bakersfield College, May 1961".

This study is an addendum to a larger study (Collins, J. and Scheidt, O.H. "An Analysis of High School Grades and SCAT Scores Pertaining to Guidance at Bakersfield College"). The study population was 211 Freshmen who entered Bakersfield College, September 1961 with less than a cumulative high school gpa of 2.00. The study lead to the recommendation that high school graduates with less than 2.0 gpa be placed on probation at entrance.

3. Scheidt, Omar H., "Is a Cumulative High School Grade Point Average Below 2.00 a Realistic Probation Policy". This study of 267 high school graduates who entered Bakersfield College on probation Fall 1961 contained the following conclusion: "It would seem, from evidence presented, that since a probation on entrance policy is the determining factor in whether a student will have one or two semesters to prove himself at college, that a less than 2.00 H.S.G.P.A. probation policy is not realistic". "It may be that in consideration of the results obtained, a probation on entrance policy should be decided on an individual basis rather than on a group basis".

CABRILLO COLLEGE

An Academic Inventory of Incoming Freshmen, Cabrillo College, Fall, 1962 shows:

- A. Total number of new freshmen - 795
- B. Transcripts available 10/9/62 - 670
- C. Analysis of 670 transcripts revealed:
 - 1) Freshmen eligible for U.C. - 33 (5%)
 - 2) Freshmen eligible for State Colleges (includes those listed in #1) - 328 (49%)
 - 3) Freshmen not eligible for #1 or #2 - 342 (51%)
 - 4) Freshmen not categorized (no transcripts) - 125

A follow-up study of Freshman class, 1962 persisters and non-persisters (11/24/64) showed:

- A. Non-state college eligibles (NSCE) - 364 (52%)
- B. State College eligibles (SCE) - 336 (48%)
- C. Persisters (4 consecutive semesters) - 275
 - NSCE - 110 (30%)
 - SCE - 165 (49%)
- D. Non-Persisters (less than 4 consecutive semesters)- 425
 - NSCE - 254 (70%)
 - SCE - 171 (51%)

An analysis of the Class of 1964 showed:

- 1. About half of the better prepared students are in attendance two school years after their initial enrollment.
- 2. Thirty per cent of the poorly prepared students are in attendance two school years after initial enrollment.
- 3. Less than 1/10 of the entering freshmen, September 1962, will graduate in June, 1964.

CHAFFEY COLLEGE

A follow-up study of 924 day students who entered Chaffey College September, 1962 revealed the following information:

1. After 4 semesters, units earned ranged from 0 - 77.
2. After 4 semesters, 91 graduated (9.84%) and 33 received certificates.
3. Enrolled for the fifth semester Fall, 1964 were 133 students (14.39%).
4. Grade point averages of the graduates ranged from 2.02 to 3.84.
5. Numbers who received Honors, Probation, Disqualification, in each of four semesters:

	<u>1st Sem.</u>	<u>2nd Sem.</u>	<u>3rd Sem.</u>	<u>4th Sem.</u>
Honors	81	82	48	53
Probation	134	57	34	12
Disqualification	55	74	35	19

Statistics on grade reports* issued at the end of each semester provides the following (Sept. 27, 1965):

Semester No.	Fall 62 — 3814		Spr.63 3684		Fall 63 4415		Spr.64 4026		Fall 65 4930		Spr.65 4812	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Probation</u>												
GPA below 1.5 (6 units or more)	260	6.82	119	3.23	255	5.78	123	3.06	222	4.50	176	3.65
WU in 50% or more units	17	.45	8	.22	0	0	14	.34	0	0	0	0
Total Prob. Students	277	7.27	127	3.45	255	5.78	137	3.40	222	4.50	176	3.65
<u>Disqualification</u>												
Did not earn passing grades in ½ units attempted	96	2.52	80	2.17	152	3.44	92	2.28	109	2.21	84	1.75
Two consecutive probations	27	.71	45	1.22	29	.65	46	1.14	19	.39	31	.64
Total Disqualified	123	3.23	125	3.39	181	4.09	138	3.42	128	2.60	115	2.39

* Probation and disqualification does not apply to students carrying less than 6 units.

DIABLO VALLEY COLLEGE

The 38 page statistical summary of Diablo Valley College students, August, 1965 is too extensive to summarize. Some highlights include the following:

1. In 1965, of the 8,379 day students registered (combined fall and spring), 7,142 students (85%) completed these semesters with a grade other than "W". The comparable figure for 8,605 evening enrollments was 4,655 completions (54%).

2. Day course enrollment attrition:

<u>Semester</u>	<u>No. Registered</u>	<u>Total Course Drops</u>
Fall 1964	23,017	5,714 (24.8%)
Spring 1965	21,149	5,416 (30.3%)

3. Day and Evening Probation-Dismissal-Dean's List selected data:

	Fall 1964		Spring 1964		Total	
	No.	%	No.	%	No.	%
Day Probation	670	17.7	373	11.1	1,043	14.6
Cleared Probation (Day)	85		277		462	
Day Dismissal	86	2.3	156	4.6	242	3.4
Dean's Honor List (Day)	470	12.4	539	16.0	1,009	14.1
Evening Probation	264	6.1	231	5.4	495	5.8
Evening Dismissal	35	0.8	25	0.6	60	0.7
Evening Dean's Honor List	5	0.2	6	0.3	11	0.2

4. A ten-year day probation-dismissal record shows a range of 14.2% to 19.2% placed on probation during the fall semester, and a range of 7.5 to 12.8 per cent placed on probation during spring semester. Percentages dismissed over the same period range from 1.9 to 7.9 per cent dismissed each semester. Percentage readmissions range from 0.5 to 1.8 per cent each semester.

FULLERTON JUNIOR COLLEGE

Records Office Bulletin No. 13, March 22, 1965

I. SCHOLARSHIP PROBATION REPORT FOR DAY AND EXTENDED DAY STUDENTS

A. Review of the 1,039 Day and Extended Day students on probation the I Semester of the 1964-65 school year.

- 303 or 29.16 per cent of the 1,039 earned a 2.0 GPA, or better, in 6 units or more and removed their probation.
- 231 or 22.23 per cent of the 1,039 earned less than a 1.5 GPA in 6 units or more and were dismissed.
- 9 or 0.87 per cent of the 1,039 did not meet the conditions of their readmittance and were dismissed.
- 239 or 23.00 per cent of the 1,039 attempted less than 6 units and did not remove their probationary status. They will be allowed to continue on probation.
- 139 or 13.38 per cent of the 1,039 withdrew during the semester with "W" grades and did not remove their probationary status. They will be allowed to return and continue on probation.
- 118 or 11.36 per cent of the 1,039 earned between a 1.5 and 2.0 GPA and did not remove their probationary status. They will be allowed to continue on probation.

Included in the above figures are 140 students previously dismissed for scholarship, out of college at least one semester, and re-admitted for the I Semester, 1964-65, by special action of the Admissions and Retention Committee. Of these 140 students:

- 52 or 37.14 per cent of the 140 earned a 2.0 GPA, or better, and removed their probation.
- 38 or 27.14 per cent of the 140 earned less than a 1.5 GPA and were permanently dismissed.
- 9 or 6.43 per cent of the 140 did not meet the conditions of their re-admittance and were permanently dismissed.
- 20 or 14.29 per cent of the 140 attempted less than 6 units and are continued on probation.
- 15 or 10.71 per cent of the 140 withdrew with "W" grades and will be allowed to return and continue on probation.
- 4 or 2.86 per cent of the 140 earned between a 1.5 and 2.0 GPA and are continued on probation.

Also included in the above figures are 2 students who were subject to dismissal at the end of the II Semester, 1963-64, and were allowed to continue on probation by special action of the Admissions and Retention Committee. Of these 2 students:

- 1 earned a 2.00 in 6 units attempted and removed his probation.
- 1 earned a 3.11 in 13½ units attempted and removed his probation.

B. Of the 11,391 Day and Extended Day students enrolled for the I Semester, 1964-1965, 1,407 or 12.35 per cent, earned less than a 1.5 GPA in 6 units or more and were placed on probation.

FULLERTON JUNIOR COLLEGE (continued)

C. Probation figures for II Semester, 1964-65

- 1,008 or 71.64 per cent of the 1,407 Day and Extended Day Students placed on probation at the end of the I Semester, 1964-65, enrolled for the II Semester, 1964-65.
- 260 are being continued on probation from the I Semester, 1964-65, because:
- 126 attempted less than 6 units
 - 36 withdrew with "W" grades
 - 98 earned between a 1.5 and 2.0 GPA in 6 or more units
- 139 are continued on probation, having been out of school one or more semesters.
- 62 are on probation, having earned less than a 1.5 GPA in all units attempted at some other college.
- 155 are continued on probation, having been previously dismissed for scholarship, out of college at least one semester, and re-admitted by special action of the Admissions and Retention Committee.
- 55 who were dismissed from other colleges, and out of college at least one semester, were admitted on probation by special action of the Admissions and Retention Committee.
- 10 who were subject to dismissal at the end of the I Semester, 1964-65, were allowed to continue on probation by special action of the Admissions and Retention Committee.
- 9 are on probation by recommendation of the Dean of Student Advisement.

1,698 or 15.70 per cent of the 10,816 Day and Extended Day students enrolled for the II Semester, 1964-65, are on probation.

D. Non-High School Graduates

- 155 who enrolled for the first time the I Semester, 1964-65, were placed on special probation. Of these 155 students:
- 61 or 39.35 per cent of the 155 earned less than a 1.5 GPA and were dismissed.
 - 25 or 16.13 per cent of the 155 withdrew with "W" grades.
 - 69 or 44.52 per cent of the 155 earned a 1.5 or better GPA.
- 98 who enrolled for the first time the II Semester, 1964-65, or returned after having previously withdrawn with "W" grades, have been placed on special probation.

Records Office Bulletin No. 5, November 1, 196

I. SCHOLARSHIP PROBATION REPORT FOR DAY AND EXTENDED DAY STUDENTS

A. Review of the 1,731 Day and Extended Day students on probation the II Semester of the 1964-65 school year.

- 360 or 20.80 per cent of the 1,731 earned a 2.0 GPA or better in 6 units or more and removed their probation.

FULLERTON JUNIOR COLLEGE (continued)

- 480 or 27.73 per cent of the 1,731 earned less than a 1.5 GPA in 6 units or more and were dismissed.
- 33 or 01.91 per cent of the 1,731 did not meet the conditions of their re-admittance and were dismissed.
- 362 or 20.91 per cent of the 1,731 attempted less than 6 units and did not remove their probationary status. They will be allowed to continue on probation.
- 299 or 17.27 per cent of the 1,731 withdrew during the semester with "W" grades and did not remove their probationary status. They will be allowed to return and continue on probation.
- 197 or 11.38 per cent of the 1,731 earned between a 1.5 and 2.0 GPA in 6 or more units and did not remove their probationary status. They will be allowed to continue on probation.

Included in the above figures are 214 students previously dismissed for scholarship, out of college at least one semester, and readmitted for the II Semester, 1964-65, by special action of the Admissions and Retention Committee. Of these 214 students:

- 77 or 35.98 per cent of the 214 earned a 2.0 GPA, or better, in 6 or more units and removed their probation.
- 34 or 15.89 per cent of the 214 earned less than a 1.5 GPA in 6 or more units and were permanently dismissed.
- 32 or 14.95 per cent of the 214 did not meet the conditions of their readmittance and were permanently dismissed.
- 33 or 15.42 per cent of the 214 attempted less than 6 units and are continued on probation.
- 31 or 14.49 per cent of the 214 withdrew during the semester with "W" grades and did not remove their probationary status. They will be allowed to return and continue on probation.
- 7 or 03.27 per cent of the 214 earned between a 1.5 and 2.0 GPA in 6 or more units and did not remove their probationary status. They will be allowed to continue on probation.

Also included in the above figures are 12 students who were subject to dismissal at the end of the I Semester, 1964-65, and were allowed to continue on probation by special action of the Admissions and Retention Committee. Of these 12 students:

- 4 earned a 2.0 GPA, or better, in 6 or more units and removed their probation.
- 5 earned less than a 1.5 GPA in 6 or more units and were permanently dismissed.
- 1 did not meet the conditions of his readmittance and was permanently dismissed.
- 1 withdrew during the semester with "W" grades and will be allowed to return and continue on probation.
- 1 earned between a 1.5 and 2.0 GPA and is continued on probation.

- B. Of the 10,816 Day and Extended Day students enrolled for the II Semester, 1964-65, 803 or 07.42 per cent earned less than a 1.5 GPA in 6 units or more and were placed on scholarship probation.

FULLERTON JUNIOR COLLEGE (continued)

C. Probation figures for I Semester, 1965-66

- 467 or 58.16 per cent of the 803 Day and Extended Day students placed on probation at the end of the II Semester, 1964-65, enrolled for the I Semester, 1965-66.
- 374 are being continued on probation from the II Semester, 1964-65, because:
- 145 attempted less than 6 units
 - 73 withdrew during the semester with "W" grades
 - 156 earned between a 1.5 and 2.0 GPA in 6 or more units.
- 210 are continued on probation, having been out of school one or more semesters.
- 148 are on probation having earned less than a 1.5 GPA in all units attempted at some other college.
- 118 are continued on probation having been previously dismissed for scholarship, out of college at least one semester, and readmitted by special action of the Admissions and Retention Committee.
- 61 who were dismissed from other colleges, and out of college at least one semester, were admitted on probation by special action of the Admissions and Retention Committee.
- 10 who were subject to dismissal at the end of the II Semester, 1964-65, were allowed to continue on probation by special action of the Admissions and Retention Committee.
- 11 are on probation by recommendation of the Dean of Student Advisement.

1,399 or 10.23 per cent of the 13,669 Day and Extended Day students enrolled for the I Semester, 1965-66, are on scholarship probation.

D. Non-High School Graduates

- 97 who enrolled for the first time the II Semester, 1964-65, were placed on special probation. Of these 97 students:
- 36 or 37.11 per cent of the 97 earned less than a 1.5 GPA and were dismissed.
 - 23 or 23.71 per cent of the 97 withdrew during the semester with "W" grades.
 - 38 or 39.18 per cent of the 97 earned a 1.5 GPA or better.
- 282 who enrolled for the first time the I Semester, 1965-66, or returned after having previously withdrawn with "W" grades, have been placed on special probation.

GLENDALE COLLEGE

Policy on probation and dismissal is:

- (1) A student who is six grade points or more below a "C" average is placed on probation.
- (2) A student is dismissed if while on probation he does not earn a "C" average on the semester's work attempted.

Sources of students on probation as of the start of Semester 1, 1964-65 (September, 1964)

<u>Status</u>	<u>New</u>	<u>Returning</u>	<u>In Attendance Close of Sem. II</u>			<u>Total</u>
			<u>1963-64</u>			
			<u>Clear</u>	<u>Prob.</u>	<u>Dis.</u>	
			<u>During</u>	<u>During</u>	<u>During</u>	
			<u>Sem. II</u>	<u>Sem. II</u>	<u>Sem. II</u>	
Probation	76	108	156	100	31	471
Dismissed		79		55	5	139
Total	76	187	156	155	36	610

The 610 is 18.6% of the total of 3,286 students registered at the start of the semester.

Probation and Dismissal: Seven Year Summary

<u>Year</u>	<u>Semester I</u>			<u>Semester II</u>		
	<u>Total</u>	<u>Total</u>	<u>Per Cent</u>	<u>Total</u>	<u>Total</u>	<u>Per Cent</u>
	<u>Prob. & Dismissal</u>	<u>Registr.</u>		<u>Prob. & Dismissal</u>	<u>Registr.</u>	
58-59	406	2,687	15.1	548	2,352	23.3
59-60	457	2,674	17.1	671	2,358	28.5
60-61	446	2,793	16.0	683	2,593	26.3
61-62	500	3,045	16.4	689	2,686	25.7
62-63	533	3,040	17.5	739	2,727	27.1
63-64	569	3,015	18.9	737	2,743	26.9
64-65	610	3,286	18.6	814	2,955	27.5

GROSSMONT COLLEGE

The cover page of Grossmont College "Grade Distribution and Attrition Report, Fall Semester, 1954" contains the following extracted items:

- Item: In the Day Division only 62% of those students entering courses received the C or better grade required for graduation and/or transfer. To show the opposite side of this coin, 38% either withdrew or earned non-qualifying grades.
- Item: In the Evening Division only 61% of those enrolling in courses completed them at a qualifying level. Or, to put it the other way, 39% received D, F, WF, or W.
- Item: When the non-penalty withdrawals are subtracted from the above figures, calculation shows that 24% of the Day Division students and 18% of the Evening Division students sustained grades (D, F or WF) which would contribute to their probationary status or to their disqualification.
- Item: At the end of the fall semester 1,412 of the 3,290 students who were still enrolled (411 students withdrew from college during the fall semester) were either disqualified or placed on probation. This represents 43% of the student population with the breakdown being 07% disqualified and 36% placed on probation. While 43% of those enrolled at the semester's end went on probation or were disqualified, less than 4% earned sufficient compensating grades to qualify them for removal from the probationary ranks.
- Item: The logic of the preceding items indicates that the higher probation and disqualification figures result from the accumulation of non-qualifying grades: 43% of all students completing the semester went on probation or were disqualified whereas only 24% of the day and 18% of the evening students earned grades below the C level. The point being demonstrated here is the accumulative nature of the academic mortality which will occur over the normal period of four semesters required for junior college graduation.

The most remarkable fact in this array of data is the consistency of the overall percentage for each grade category. Instructional areas also have a notably consistent pattern of grades. Although not given in this report, the data processing machines produce this same information by instructor as well as by subject area. It will come as no surprise to learn that there is great variation among instructors with some consistently learning to "tough" and others to "easy". Instructors are encouraged to check with the Instruction Office for comparative data and to discuss in depth this frustrating problem of grading in an institution whose educational aims are not only plural but diverse.

LOS ANGELES CITY COLLEGE

Los Angeles City College Counseling Center has conducted 119 studies during the past nine years. Selected titles listed below indicate the effort being made in this college to find reasonable answers to complex counseling problems.

1. Report on Midterm Unsatisfactory Notices. (Fall 1956)
2. Comparison of the Ability Level of the Class, Fall 1941 with that of the class, Fall 1957. (January, 1958)
3. Characteristics of L.A.C.C. Students below the 26th Percentile on ACE. (1957)
4. Analysis of Remedial Instruction for Low Ability Students. (April 1958)
5. Analysis of Withdrawals During the First Six Weeks of the Semester. (1958)
6. Characteristics of Disqualified Students, February 1959. (March, 1959)
7. Analysis of Entrance Examination (SCAT) Scores and First Semester Performance of Entering Class, Fall 1958. (March 1959)
8. Academic Performance of L.A.C.C. students in the Extended Day Program. (May 1959)
9. Summary of Counseling Center Interviews with Students Having Low Mid-term Grades, Spring 1959. (October 1959)
10. First Semester Probation, Fall, 1960. (April 1961)
11. A Four Semester Study of the Persistence of L.A.C.C. Students and the Effectiveness of the SCAT Entrance Examination. (May 1961)
12. An Investigation Concerning the Use of High School Records to Predict Success at L.A.C.C. (May 1961)
13. Withdrawal Characteristics of Dropouts for Spring 1961, Fall 1961 and First Four Weeks Spring, 1962. (May 1962)
14. A Study of Performance and Retention of a Sample of Students in Secretarial Science at L.A.C.C. (March 1962)
15. A Study of Grade Checks of Students Placed on First Semester Probation in the Fall Semester 1961. (March 1962)
16. Some Observations on the Efficacy of Remedial Courses for the First Semester Probationary Student. (January 1963)
17. Some Characteristics of Students Who Withdrew During the Seventh School Month. (April 1963)

LOS ANGELES CITY COLLEGE (continued)

18. **First Semester Academic Performance of L.A.C.C. Students Admitted on Probation, Fall 1962. (1963)**
19. **Analysis of Student Withdrawals from Day Classes Fall, 1962. (1963)**
20. **A Study of the Fall, 1963 Students who were on Probation Due to their Low SCAT Scores. (June 1964)**
21. **Follow-up Study of the 1963 Graduating Class. (August 1964)**
22. **An Experimental Program For Low Ability Students (First Progress Report). (December 1964)**
23. **Interrelationships Between Selected Psychological and Academic Measures in an Experimental Program for Low Ability Students. (March 1965)**

LOS RIOS JUNIOR COLLEGE DISTRICT

Los Rios Junior College District is conducting two studies under NDEA grants to develop special programs of counseling and guidance which would attract a maximum number of high school graduates with ability to profit by college attendance; and to assist students to succeed, once they have entered junior college, by improved programs of counseling and instruction.

The American River Junior College study is aimed at testing the efficacy of group versus individual counseling methods in comparable groups of students.

The Sacramento City College study will seek to determine factors in the success or failure of students admitted to the college in a probationary or special status, Fall, 1965. This information will then be used in a pilot program of intensive counseling of part of the probationary students in the year 1966-67 and the results compared to those in the group not so counseled.

The specific objectives of the total project are:

1. To improve counseling methods by testing types of counseling (such as individual versus group counseling) as they actually work with different types of students.
2. To study the special needs of probationary or special students, and to devise and test techniques of intensive counseling that will work with these special students.

The total project will raise to a higher level than ever before the ability of district counseling and guidance personnel to:

1. Impress on the student, both in college and before he graduates from high school the importance of understanding educational and career opportunities and requirements;
2. Help the student to achieve as much as possible both in college and in the development of his career or livelihood; and
3. Interpret student needs for expanded or modified curricula or educational activities.

Sacramento City College Study

Beginning in the Fall Semester, 1965, Sacramento City College began admitting as special students high school graduates with less than a "C" average (based on subjects attempted during the final two years of high school), and non-high school graduates. These students were limited to maximum class loads of 12½ units each, and were given special attention in terms of orientation and individual and group counseling. After the student had attempted 12½ units, he was given regular status if he had a "C" average or was placed on academic probation if his average was below "C".

LOS RIOS JUNIOR COLLEGE DISTRICT (continued)

In the Fall semester, 1965, 730 new students entered Sacramento City College under this special classification. During the semester, 149 of these students took "leaves of absence", leaving 581 of these special students who completed the semester. Of the 581 students, 87, or 15%, made "C" average grades and became regular students; 117, or 20%, were placed on or continued on probation because they did not make a "C" average in 12 units of work; and 377, or 65%, were still classified as special students because they had not attempted 12 units.

COLLEGE OF MARIN

College of Marin makes a routine annual study of disqualified students. Students are disqualified for the following reasons:

1. Achieving less than 1.75 GPA during a semester of probation.
2. Achieving less than 1.0 GPA at the end of any semester.
3. Leaving college without a Leave of Absence form.
4. Students on probation who were achieving less than 1.75 GPA, and students having less than 1.0 GPA at the time of filing a Leave of Absence form.

Data for the end of Spring semester 1965 include: A total of 522 students in attendance Spring, 1965 were disqualified for the Fall semester 1965. Of all students disqualified, 162 (31%) were returning regular students, (9 or more units); 21 (4%) were new regular students; 125 (24%) were special students enrolled in day classes; and 214 (41%) were special students enrolled in evening classes.

The major reason for disqualification of full-time students is previous probation and failure to achieve a 1.75 GPA. For special students, failure to achieve a GPA of 1.00 is the major reason for disqualification.

Comparison of disqualification lists Fall semester of sequential years shows:

Year	Number of Students		Special	%	Total
	Regular	%			
Fall 1964	2,301	9.5	1,466	12.8	10.8
Fall 1963	1,721	17.0	1,082	32.0	22.0
Fall 1962	1,542	13.0	755	32.0	19.0
Fall 1961	1,238	16.0	560	32.0	--

MERRITT COLLEGE

Merritt College serves a large metropolitan area and enrolls a cosmopolitan student population. At the start of the 1964-65 school year, they changed their probation policy.

Prior to 1964-65 Merritt College admitted students on probation whose SCAT scores were below the 10th percentile and disqualified these students at the end of one semester if they did not have a 1.6 grade average for the term. Other students were placed on probation if they failed to maintain a 1.6 gpa for a term, and were disqualified if they failed to make a 1.8 gpa for the probationary semester. The first group were seldom readmitted once disqualified; the second group, after staying out a semester, were usually readmitted, and if they failed a second time were, almost without exception, permanently disqualified.

A study of disqualifications under this system dealt with 1,463 students who came to Merritt College as freshmen in the Fall, 1960. The study covered a four-semester period, Fall 1960 through Spring 1962. The study revealed:

1. During the academic year 1960-61, 272 students, about 20% of the original MCS group, were academically disqualified.
2. In the Fall semester 1961, 581 of the original group were enrolled; of this number, 165 or 28 per cent were on probation. Of this number, 59 students (36%) were disqualified at the close of the term.
3. Of the 159 students admitted on probation, 9 (5%) successfully completed four semesters of work.
4. At the close of the Spring term, 1960, 69% of those on probation were disqualified; 46% of those readmitted on probation following a previous disqualification were disqualified.

The present policy at Merritt College is that no one is admitted on probation; every student is given at least one year's trial (24 units attempted); and the required gpa is 1.5. A student goes on probation if he fails to make 1.5 gpa in any one semester, and he is allowed to continue on probation until such time as he attempts 24 units; if for the semester in which that number of units is attempted, he does not have a 1.5 gpa, he is disqualified.

With the new policy in operation Spring, 1965, 988 students were on probation. Of this number, 125 failed to make the 1.5 requirement (about 13%).

MIRA COSTA COLLEGE

**Academic Status of Day Students, Fall Semester
1961-62, 1962-63, 1963-64, 1964-65**

	Number				Percentage (Peak Enrollment)			
	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>
Total Fall Enrollment	537	503	544	623				
Total Enrollment, Semester's End	461	412	467	549				
President's List (3.0)	31	36	39	51	6	7	7	8
Good Standing	316	288	322	372	59	57	60	60
Returned to Good Standing	17	14	18	22	3	3	3	4
Probation	88	62	78	95	16	12	14	15
Disqualified (Below 1.5)	9	12	10	9	2	3	2	1
Dropped	<u>76</u>	<u>91</u>	<u>77</u>	<u>74</u>	<u>14</u>	<u>18</u>	<u>14</u>	<u>12</u>
Totals	537	503	544	623	100	100	100	100

MODESTO JUNIOR COLLEGE

Fall Semester 1962, Modesto started a comprehensive, long-range, longitudinal study of student performance. Because the study is longitudinal, the final report has not been written. The following points have been extracted from progress reports:

Comparison of Eligibility Groups

	<u>U. C.</u>	<u>State College</u>	<u>Junior College</u>
-- Total number of students in combined 1962 and 1963 sample.	174	775	780
-- Average number of "A" and "B" grades earned in high school by students completing 4 semesters of junior college (1962)	28.6	14.3	5.9
-- Per cent of those enrolled retaining major of previous semester:			
Second semester	65.4%	61.9%	66.4%
Third semester	49.1%	48.8%	55.7%
Fourth semester	38.9%	40.8%	47.8%
-- First semester grade point averages of students carrying 12 or more units:			
Below 2.0	16.6%	32.0%	44.9%
3.0 or higher	27.7%	9.4%	4.0%
-- Percent of first semester enrollees completing 4 semesters with a GPA of 2.0 or higher.	60.3%	41.5%	15.6%
-- Percent of first semester enrollees graduated by the end of the fourth semester.	29.8%	14.3%	6.1%
-- Percent scoring below the National median on Cooperative Reading (Total)	19.6%	52.4%	82.1%
A.C.E. (Aptitude) (Total)	21.8%	56.0%	81.6%
-- Percent in each group eliminated from a course in their first semester when English 1A eligibility is a prerequisite.	20.8%	58.7%	84.4%
-- Percent of students with GPA above 2.0 passing English classification examination.	80.2%	46.4%	20.5%
-- Percent with GPA below 2.0 passing English examination.	70.9%	41.1%	19.0%

Two additional points in the study are relevant to this paper:

1. A study of 416 part-time students revealed that 266 or 63.9% earned grade point averages of less than 2.0 in their first semester. This suggests that

MODESTO JUNIOR COLLEGE (continued)

part-time students as a group should be studied further, and as a group the first semester is a critical one for them.

2. The subsequent academic performance of 685 first-semester students who earned grade point averages below 2.0 was studied. Of this group, 539 (78.6%) enrolled for a second semester. By the end of two semesters, 109 (20.2%) had earned grade point averages of 2.0 or higher. At the end of four semesters, 268 students were still enrolled and 110 of these (41%) had a cumulative grade point average of 2.0 or higher. Fourth semester grades of these students considered apart from their previous work shows that 169 (63.1%) earned a grade point average of 2.0 or higher. These data suggest that in time many probationary students learn how to succeed.

An analysis of the performance record of 230 "Junior College Eligibles" who entered Modesto Junior College in the Fall, 1962 as first semester freshmen shows the following:

	No.	%
Completed 4 sem. with a g.p.a. of 2.0 or higher - - - - -	36	15.65
Withdrawals during the first 3 semesters:		
a. Did not complete any work	40	17.39
b. Cumulative g.p.a. 2.0 or higher	30	13.04
c. Cumulative g.p.a. below 2.0	100	43.47
Transferred to another college	2	0.86
Not accounted for	22	9.56
Total	230	99.97%

Comparison of First and Fourth Semester Mean Test Scores of "Junior College Eligibles" yielded these figures:

	First Semester	Fourth Semester
	N=171	N=51-59
English (Total Score)	22 %ile	22 %ile
A.C.E. (Total Score)	25 %ile	30 %ile

Among the conclusions reached from this study were the following:

1. Placement tests have limited value in determining which students among the "junior college eligibles" will succeed.
2. Since "junior college eligibles" are the largest group of students we serve - - - we need to consider new methods and means of educating them.

PORTERVILLE COLLEGE

**Scholastic Probation Report
(Semester Beginning 1-25-65 and Ending 6-13-65)**

	<u>Number</u>	<u>Percent</u>
1. Total enrollment (as of 1st Classification Report)	480	100
2. Total enrollment of students currently attending on probation	95	19.7

	<u>Number</u>	<u>Percent</u>	
Porterville College			
New Probation	54	11.2	Spring Semester
Continued Probation	23	4.8	Spring Semester
Provisional Admission	15	3.1	Spring Semester
Other Colleges	<u>3</u>	<u>.6</u>	Spring Semester
Total	95	19.7	

3. Performance of all probationary students by end of Spring Semester:

Off No.	Prob. %	Cont. No.	Prob. %	Disqualified		Withdrew		Total	
				No.	%	No.	%	No.	%
44	9.1	--	---	35	7.3	16	3.3	95	19.7

4. Performance of all probationary students by groups:

	Off. Prob.		Cont. Prob.		Disqualified		Withdrew		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Porterville College										
New Probation	27	5.6	--	--	19	4.0	8	1.6	54	11.2
Continued Probation	11	2.3	--	--	10	2.1	2	.4	23	4.8
Provisional Admission	3	.6	--	--	4	.8	8	1.6	15	3.1
Other Colleges	3	.6	--	--	--	--	--	--	3	.6

5. Eighty-six students (17.5%) completed Spring Semester 1965 with less than 17.5 g.p.a.

6. Thirty-one students (6.4%) were disqualified at the end of Spring Semester, 1965.

SAN JOSE CITY COLLEGE

October 15, 1965
Summary of Probation and Disqualification
End of Spring Semester, 1965

I. Enrollment - Spring 1965

	Total Enrollment	Number of Withdrawals	Percent of Withdrawals	Closing Enrollment
Day	3970	580	14.60	3390
Extended Day	5624	1233	21.92	4391
Total	9594	1813	18.89	7781

II. Composition of Student Population - Spring 1965

	No. of Students	% of Total Enrollment
A. Returned on probation * - Spring 1965 Day and Extended Day	678	7.1
B. Entered on probation ** - Spring 1965		% of Day Enrollment
1) Reapplicants	298	7.5
2) Transfers from 4 year college	112	2.8
3) Transfers from J. C.'s	35	.9
4) New - non H.S. graduate	25	.6
Total entering Spring 1965 on probation	470	11.8
C. Summary of A and B above Spring 1965 on probation Day and Extended Day	Day & Ex-Day	% of Total Enrollment
1) Returned on probation	678	7.1
2) Reapplicants admitted on probation	298	3.1
3) New Students **	172	1.8
Total on Probation-- Spring 1965	1148	12.0
D. On clear standing - Spring 1965	8446	88.0
E. Total enrollment - Spring 1965	9594	100.0

*Of the 942 students on probation at the end of Fall 1964, 678 returned (71%), 542 Day Students and 136 Extended Day Students.

**Does not include Extended Day because students do not matriculate and status is not determined upon entry.

SAN JOSE CITY COLLEGE (continued)

III. Scholarship Status at end of Spring 1965 semester

A. Placed on Probation - End of Spring 1965

	Reinstated on Probation	On Continued Probation	Placed on Probation	Total Placed on Probation, Cont'd Pro. or Reinstated on Pro. End Spring '65	% of Closing Enrollment (Total on Probation)	% of Total Enrollment
Day	38	122	516	676	19.94	17.02
Ex-Day	4	37	259	300	6.83	5.33
Total	42	159	775	976	12.54	10.17

B. Disqualified - End of Spring semester 1965

	Number of Students	Percent of Closing Enrollment	Percent of Total Enrollment
Day	674	20.36	16.97
Ex-Day	428	9.74	7.61
Total	1102	14.16	11.48

C. Two Classes of Disqualified Students

	Day	Ex-Day	Day & Ex-Day	% of Total Who Were Disqualified
1. Number of students on probation who failed to make 2.00 (C) to clear	295	20	315	28.59
2. Number of students who made less than 1.00 (D)	379	408	787	71.41
Total	674	428	1102	100.0

D. Of the students on probation during the Spring 1965 semester the following numbers were disqualified at the end of the Spring semester. (next page)

SAN JOSE CITY COLLEGE (continued)

	Day	Ex-Day	Total	Total Day	% of continuing Students on Pro.
1. Continuing students on probation from Fall 1964	183	16	199		
On continued probation from Fall 1964	41	-	41		
Reinstated on probation	26	5	31		
Total continuing Day Students				250	46.12
2. Other students †	168	-	168	168	35.74
TOTAL	418	21	439	418	41.30

† By classifications as follows:

	No. admitted on Pro Spring '65	Disqualified end Spring '65	% of total of category	No. on Dean's List	% of total of category
a) Reapplicants	298	117	39.26	5	1.67
b) Transfers from 4 yr colleges	112	29	25.89	2	1.78
c) Transfers from J. C.'s	35	14	40.00	-	-
d) Non high school graduates	25	8	32.00	2	8.00
TOTAL	470	168	35.74	9	1.91

E. Summary: On Probation and Disqualified - End of Spring Semester, 1965

	Number of Students on Probation	Number of Students Disqualified	On Pro. & Disq. Total Number of Students	Percent of Closing Enrollment	Percent of Total Enrollment
Day	676	674	1350	39.82	34.00
Ex-Day	300	428	728	16.57	12.94
Total	976	1102	2078	26.70	21.65

F. Students who cleared Probation at end of Spring Semester, 1965

	No. of Students	% of Total Enrollment	% of Total Probation
Total on Probation During Spring '65	1148	12.00	
Cleared Probation at end of Spring '65	696	7.25	60.62

SAN JOSE CITY COLLEGE (continued)

G. Students on Dean's Honor List; Day - Spring Semester, 1965

G. P. A.	Number of Students	% of Closing Enrollment
4.0	5	.14
3.50 - 3.99	42	1.23
3.00 - 3.49	152	4.48
Total 3:00 - 4.00	199	5.85

H. Day students with satisfactory records for Spring 1965 semester (on Dean's List or not on probation or disqualified) (closing enrollment Spring, 1965 - 3390)

	Number of Day Students	Percentage of Total Enrollment	Percentage of Closing Enrollment
On Dean's List	199	5.01	5.87
Above Probation or Disqualification	2040	51.38	60.17

I. Reinstatement on Probation of Disqualified Students for Fall, 1965

	Number of Students Disqualified	Number of Students Reinstated	Percentage of Students Disqualified & then Reinstated
Day	674	38	5.6
Extended Day	428	4	.9
Total	1102	42	3.8

J. Summary of Status of Day Students at End of Spring Semester, 1965

	No. of Day Students	Percentage of Total Enrollment	Percentage of Closing Enrollment
On Dean's List	(199)	(5.01)	(5.87)
Above Probation or Disqualification	2040	51.38	60.17
On Probation	676	17.02	19.94
Disqualified	674	16.97	19.88
Withdrew	580	14.60	----
Total	3970	99.97	99.99

SANTA BARBARA CITY COLLEGE

Success of Readmitted Students, 1963-64

Routine Readmission		Readmitted	Did Not Enroll	Withdrew	← G.P.A. →		
					Under 1.5	1.5- 1.99	2.0 & Over
FALL	SBCC	13	1	1	4	4	4
	TRANSFER	7	0	0	3	1	2
	TOTAL	20	1	1	7	5	6
SPRING	SBCC	38	1	7	15	6	9
	TRANSFER	9	2	2	3	1	1
	TOTAL	47	3	9	18	7	10
TOTAL FALL AND SPRING		67	4	10	25	12	16

Academic Readmission
by Committee:

FALL	6	1	0	2	2	1
SPRING	8	0	0	4	1	3
TOTAL	14	1	0	6	3	4

Readmission by Committee, 1963-64	Readmitted	Did Not Enroll	Withdrew	← G.P.A. →		
				Under 1.5	1.5- 1.99	2.0 & Over
No Absence	8	1	0	3	0	4
After 2nd Disqualification	5	0	0	2	3	0
After 3rd Withdrawal	2	0	2	0	0	0
Special	1	0	0	1	0	0

Addendum to Chart on Success of Readmitted Students, 1963-64

Routine Readmission

One-third of the students readmitted in the fall of 1963 achieved a G.P.A. of 2.0 or over.

SANTA BARBARA CITY COLLEGE (continued)

Committee Readmissions

The percentage of successful readmissions was about the same as above, 31%.

In general, one out of three from the fall and spring readmissions achieved a "C" or better grade point average regardless of whether admitted routinely by the Registrar or by committee action.

Success of Students Readmitted Fall, 1958-Fall, 1960

All student petitions at this time were reviewed by the committee. A total of 39 were readmitted. Of these, 34 completed the first semester with the following results:

<u>Under 1.5</u>	<u>1.5 - 1.99</u>	<u>2.0 and Over</u>
17 (50%)	5 (15%)	12 (35%)

Again, approximately 1/3 of the readmitted students achieved a 2.0 or over.

Relationship Between SCAT Scores and G.P.A.
for Students Readmitted 1963-64

	<u>Under 1.5</u> (25 Students)		<u>1.5 to 1.94</u> (14 Students)		<u>2.0 and Over</u> (16 Students)	
<u>%ile</u>	<u>Verbal</u>	<u>Total</u>	<u>Verbal</u>	<u>Total</u>	<u>Verbal</u>	<u>Total</u>
75-99	36%	20%	29%	29%	50%	44%
50 & above	4	28	29	36	7	12
25-49	20	24	22	36	25	7
0-24	40	28	20	0	13	37
Average %ile	43	37	65	55	65	55

		<u>All 1963 Enrollees</u>	<u>Readmitted Students</u>
<u>Mean SCAT Scores</u>			
	Verbal	53	50
	Total	48	43

While there is a substantial difference between the average %ile score of the low group (under 1.5 g.p.a.) and the high group (2.0 and over), it is impossible to distinguish between the middle and high groups on the basis of test scores. In general, with this group, the SCAT appears to have relevance as a predictor of success primarily in negative terms. A high score may predict either low or high achievement, but a low score is very apt to predict low achievement.

Data on the Class of 1963

<u>Enrollment</u>		<u>Day</u>		<u>Evening</u>	
		<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
Summer 1961		18	3	1	1
Fall 1961		612	100	127	100
Spring 1962		427	70	50	39
Summer 1962		78	13	3	2
Fall 1962		240	39	38	30

SANTA BARBARA CITY COLLEGE (continued)

Academic Standings	Day		Evening	
	Number	Per Cent	Number	Per Cent
Fall 1961				
Total Students	612		127	
Withdrew	69	11	35	28
Probation	181	30	2	2
Less than 2.0 g.p.a.	155	25	31	24
More than 2.0 g.p.a.	207	34	59	46
Spring 1962				
Total Students	427		50	
Withdrew	47	11	8	16
Disqualified	66			
Probation	68	16	6	12
Less than 2.0 g.p.a.	73	17	4	8
More than 2.0 g.p.a.	173	41	32	64
Fall 1962				
Total Students	239		37	
Withdrew	19	8	7	19
Probation	24	10	2	5
Disqualified	19	8	2	5
Less than 2.0 g.p.a.	44	18	5	14
More than 2.0 g.p.a.	133	56	21	57

Record of Probation on Entrance, Day Students, Spring 1962

Entered on Probation

Total Students	119	
Withdrew	22	18
Disqualified	64	54
Less than 2.0 g.p.a.	16	14
More than 2.0 g.p.a.	17	14

Entered under 2.0 g.p.a. (but not on probation)

Total Students	115	
Withdrew	11	10
Probation	45	39
Less than 2.0 g.p.a.	30	26
More than 2.0 g.p.a.	29	25

SANTA ROSA JUNIOR COLLEGE

Santa Rosa compiles tabular reports of student retention each semester. Selected data for 1/65 and 6/65 follow:

	<u>1/65</u>	<u>6/65</u>
Total Enrollment for Semester	2,561	2,186
Total Dismissed	288	238
Total Leaves	403	239
<u>Status Upon Withdrawal</u>		
Probation	44	11
Probation continued	63	37
Dismissed	5	13
Ineligible to return	61	32
Unofficial	10	8
<u>Status Upon Completion of Semester</u>		
Total Completing Semester	2,157	1,947
Probation	168	131
Probation Continued		
1.75 - 1.99	11	6
2.0 +	74	57
Dismissed	212	185
Probation Removed		
1.75 - 1.99	27	22
2.00 +	77	81

Santa Rosa also compiles tabular reports on the "Status of Students who Qualified Through Evening College or Summer School for Readmission to Day Classes on Probation." For the semester 6/65, 78 students qualified and 103 failed to qualify for readmission through evening classes. In summer session (8/65) 35 students qualified, and 37 students failed to qualify for readmission.

Santa Rosa has studied: (1) "Status of Students Admitted on Probation" from high school (below 1.0) and transfer students (1.6 - 1.99); (2) Study of Probation List for Students Enrolled Spring Semester 1962; and (3) Follow-up Study of High School Students Entering with GPA 1.5 - 1.9, Sept. 1962.

SHASTA COLLEGE

Table 1

PROBATIONARY STATUS OF SHASTA COLLEGE STUDENTS COMPLETING THE FALL SEMESTER 1964 BY NUMBER AND PERCENTAGE OF TOTAL ENROLLMENT. (a)

SEMESTER ON PROBATION	Number & Percentage of Students	
	Number	Percentage
First Semester on Probation	399 (c)	24.2
Continued Probation to Second Sem.	48 (d)	2.9
Continued Probation to Third or More Sem.	82 (b)	5.0
TOTAL:	529	32.1

a. Based on grades issued January 29, 1965 to a total enrollment of 1,647 students completing the semester.

b. Percentages rounded to the nearest whole number.

c. Includes: (1) Non-High School Graduates and Transfer probationary students entering Shasta College for the first time who did not remove automatic probationary status; and (2) all other students not on probation at the beginning of the Spring Semester

Does not include 59 probation students who withdrew during the semester.

d. Includes: 13 students enrolled for less than 10 units, but does not include 7 students withdrawing prior to the end of the semester.

e. Includes: 23 students enrolled for less than 10 units but does not include 27 students withdrawing prior to the end of the semester.

Table 2

RE-ENROLLMENT STATUS OF 529 (a) SHASTA COLLEGE STUDENTS CONTINUING PROBATIONARY STATUS FROM FALL SEMESTER, 1964 TO SPRING SEMESTER, 1965.

SEMESTER ON PROBATION	Number of Students	
	Enrolled	Did not re-enroll
FIRST SEMESTER	<u>289</u>	<u>110</u>
Sub-Total:	289	110
SECOND SEMESTER		16
Enrolled for 7½ units or less	17	
Restricted but allowed more than 7½ units	4	
No unit restrictions, pending removal of incomplete	1	
No restrictions as to number of units	9	
Changed Major	<u>1</u>	
Sub-Total:	32	16

(continued next page)

SHASTA COLLEGE (continued)

Table 2 (continued)

SEMESTER ON PROBATION	Number of Students	
	Enrolled	Did not re-enroll
THIRD OR MORE SEMESTERS		36
Enrolled for 7½ units or less	26	
Restricted, but allowed more than 7½ units	12	
No unit restrictions, pending removal of incomplete	2	
No restrictions as to number of units	5	
Changed Major	1	
Sub-Total:	46	36
TOTAL	367	162

a. Does not include probationary students who withdrew from college prior to the end of the Fall Semester, 1964, but re-enrolled in the Spring.

b. Based on enrollment figures released February, 1965: Total student body enrollment - 1,623.

VALLEJO JUNIOR COLLEGE

Data on Probation and Dismissals, Spring 1965

Total Enrollments		
Day		1,409
Extended Day		1,708
	Total	<u>3,117</u>
Total on Probation		
Freshmen		260
Sophomores		61
Others		19
	Total	<u>340</u>
Day		104
Extended Day		236
	Total	<u>340</u>
Total Dismissed		
Day		65
Extended Day		4
Dismissed but could Petition		6
	Total	<u>75</u>

Probation-Disqualification Regulations

New Students. Non-high school graduates are placed on probation if they enroll in V.J.C. within 3 years of their withdrawal from high school.

Transfers from other colleges will be placed on probation when they were disqualified by their former school, or when they do not meet the standards required for regular status at V.J.C.

Continuing Students. During his Freshman year, a student will be placed on probation if his cumulative gpa falls below 1.5. Accumulative gpa of 1.75 is required for regular status of students attaining sophomore standing. (30 units or more) A first semester sophomore may be allowed to enroll on probation with a cumulative gpa of 1.5 provided his average for either semester of his freshman year is 1.75 or higher. Sophomore students who fail to maintain a semester average of at least 1.75 may be placed on probation.

VENTURA COLLEGE

A Research Study. An excellent report of "A Study of Non-High School Graduates Entering Ventura College" by W. H. Meierding warrants brief review. The group studied were 541 NHS (non high school graduates) students who enrolled at Ventura College Fall 1963, Spring 1964, and Fall 1964. This group was enrolled on probation and was required to earn a 1.5 gpa first semester or be dismissed.

NHS students comprise 2.7 - 4.7% of the total enrollment during the period of the study. More than 40% of the NHS students withdrew before the end of the first semester; almost 20% failed to achieve 1.50 gpa and were disqualified; about 50% did clear their status with a 1.50 gpa or better. Withdrawal rates for the NHS student are 2 - 3 times higher than for regular day students and about 10 per cent higher than those enrolled in evening classes.

For the NHS students, exclusion rates were 3 - 6 times as high as those of regular students. Of the 180 NHS students who cleared their standing with a 1.5 gpa or higher, 129 were enrolled in 3 units or less.

Conclusions reached included the observation that the NHS group represents an unstable enrollment. The NHS student's potential performance is difficult to predict. Compared to all those who fail to achieve a 1.5 gpa or higher, the collective NHS records are only slightly poorer than high school graduates. It appears that for predictive purposes for individuals, counselors will have to seek other criteria for the NHS student than the mere fact that he is not a high school graduate.

Annual Report. A routine report of "Numbers of Students Affected by Current Probation-Exclusion Policy, 1964-65" contains the following:

	<u>Number</u>	<u>Per Cent of Student Body</u>
1. <u>Probation</u>		
Placed on probation as a result of Fall 1964 and 2nd Summer Session grades	769	12.7
Placed on probation as a result of Spring 1965 and 1st Summer Session grades	443	7.6
2. <u>Exclusion</u>		
Excluded as a result of Fall 1964 and 2nd Summer Session grades	126	2.1
Excluded as a result of Spring 1965 and 1st Summer Session grades	373	6.4
3. <u>Results of Probationary Students for Fall 1964 (except for NHS)</u>		
Enrolled on probation, Fall 1964	299	100.0
Cleared or continuing on probation at end of Fall, 1964	135	45.2
Excluded as a result of Fall 1964 grades	100	33.4
Withdrew before completing Fall semester, 1964	64	21.4

VENTURA COLLEGE (continued)

<u>4. Results of Probationary Students for Spring 1965 (except for NHS)</u>	<u>Number</u>	<u>Per cent of Student Body</u>
Enrolled on probation in Spring 1965	677	100.0
Cleared or continuing on probation at end of Spring 1964	270	39.9
Excluded as result of Spring 1965 grades	339	50.1
Withdrew before completing Spring Semester 1965	68	10.0
<u>5. Records for *NHS Students Enrolled in Fall 1964</u>		
NHS enrolled on probation in Fall 1964 (End of Fourth School Week)	185	100.0
Cleared status at end of Fall 1964	83	44.8
Excluded at end of Fall 1964	26	14.1
Withdrew before completing Fall Semester 1964	76	41.1
<u>6. Records for *NHS Students Enrolled in Spring 1965</u>		
NHS enrolled on probation in Spring 1965 (End of Fourth School Week)	163	100.0
Cleared status at end of Spring 1965	51	31.3
Excluded at end of Spring 1965	34	20.8
Withdrew before completing Spring Semester 1965	78	47.9

* NHS is the symbol designating previous non-high school graduates.

WEST VALLEY COLLEGE

West Valley College operates under a minimum gpa for retention and a 2.0 gpa for graduation. The following figures summarize the effect of these regulations at the end of the Spring semester, 1965.

1. At the end of the spring semester (1964-5), 296 students who were on probation were disqualified. Approximately 9% (26) of these students were reinstated by the Academic Council. Some were restricted to a reduction of unit load; others petitioned to attempt more realistic educational or vocational goals.
2. Five per cent (265) of our currently enrolled students were admitted on probation. Most of these students were disqualified from universities and four-year colleges; however, this group also includes students who have been disqualified from junior colleges and who have remained out of school for at least one semester. Non-high school graduates are also included in this category - of which there are 26 ($\frac{1}{2}$ of 1% of our total enrollment.)
3. Slightly more than 10% (536) of our students are on probation or continued probation. These students are returning students who failed to maintain a 1.75 g.p.a. or are on continued probation, having earned a 1.75 g.p.a. in their last semester but having failed to earn a cumulative 1.75 g.p.a.
4. Eighty-four of our spring semester students qualified for the Dean's List (a 3.00 g.p.a. in 12 or more units).

Comments on and Computation of the Probable Impact
of Changing Probation Requirements from 1.5 to 2.0 g.p.a.

ANTELOPE VALLEY COLLEGE

SPRING SEMESTER 1965 GRADE POINT AVERAGES

<u>GPA</u>	<u>NO.</u>	<u>PERCENT</u>	<u>CUM PERCENT</u>
4.0	226	11.0	100.0
	65	3.2	89.0
3.5	425	20.7	85.8
3.0	212	10.3	65.1
2.5	508	24.7	54.8
2.0	- - - - -	- - - - -	- - - - -
	155	7.5	30.1
1.5	- - - - -	- - - - -	- - - - -
	155	7.5	22.6
1.0	40	2.0	15.1
0.5	10	.5	13.6
0.0	269	12.6	
Total	2065		

Approximately 500 students were eliminated from this study due to withdrawals, incompletes, etc. Moving the probation score from 1.5 to 2.0 would involve an additional 155 students, 7.5% of the student body.

PROBATION-DISMISSAL DATA, FALL SEMESTER, 1965

	Day			Extended Day			Grand Total		
	M	F	% Total	M	F	% Total	M	F	% Total
Regular Student	741	529	86	636	439	88	1377	968	87
Probation	125	79	14	74	69	12	199	148	13
Dismissal	2	1					6	4	

"About 14 per cent of our students are on probation. If the new ruling went into effect, theoretically this number would increase about half again. We find, however, that students who are put on probation tend not to return, although it is not reflected in this particular study. Our experience has been that of the students put on probation at the end of any given semester, only about 1/3 attempt to register for the following semester".

ORANGE COAST COLLEGE

Orange Coast College computed the increase of students who would have been on probation using a 2.0 g.p.a. instead of their present 1.5 g.p.a.

SPRING SEMESTER 1965

Total Enrollment	5676
Withdrawals	812
Completing Semester	<u>4864</u>

Based on a Semester G.P.A. of 1.5	Total "On Probation" was	926
	Total "Disqualified" was	228

Based on a Semester G.P.A. of 2.0	Total "On Probation" would be	1593
	Total "Disqualified"	Figure not available

REEDLEY COLLEGE

Mr. Robert Clark, Counselor, Reedley College, computed the probable impact of a 2.0 g.p.a. regulation on probation-dismissal numbers at Reedley College. His figures are recorded below. Reedley College Fall 1964 enrollment was Total 1,408; full time (12 units or more), 955.

On probation because of Fall 1964 grades:	
Under 1.5 gpa rule	224
Under 2.0 gpa rule (all units)	486
If 3.5 or more units is base,	425
If 12 or more units is base,	296
Withdrawals:	
Under 1.5 gpa rule	4
Under 2.0 gpa rule	12
Didn't enroll:	
Under 1.5 gpa rule	107
Under 2.0 gpa rule	182
Survived:	
Under 1.5 gpa rule	70
Under 2.0 gpa rule	116
Disqualified because of Spring 1965 grades:	
Under 1.5 gpa rule	43
Under 2.0 gpa rule	176
If 3.5 units or more is base,	167
If 12 or more units is base,	106

SAN BERNARDINO VALLEY COLLEGE

Probation-Dismissal Data, 1965

Number on probation (new Fall Sem. 1965)	600
Disqualified June, 1965 but readmitted by Committee	<u>116</u>
Total on Probation	716
Disqualified - End of academic year 1964-65 (1.5 gpa)	685

If a 2.0 gpa had been used for disqualification purposes, 1,352 students would have been dismissed - approximately double our present academic mortality.

SAN JOSE CITY COLLEGE

May Duignan, Dean of Student Services, San Jose City College, reports:

"On page 2 of the study you will note that approximately 20% of the day enrollment went on probation at the end of the Spring semester (1965) and 20% were disqualified. This is a total of 40%. I would estimate that 50% to 55% would be the total if we were to move to 2.0 for a standard."

SANTA ANA COLLEGE

Santa Ana College computed the increase of students who would have been on probation and would have been disqualified using a 2.0 gpa instead of their present 1.75 gpa.

Data based on Spring semester, 1964-65:

Enrollment Total --- 5,469

Using 1.75 G.P.A.			Using 2.0 G.P.A.		
	No.	%		No.	%
Students on probation	299	3.47	Students on probation	445	8.13
Students disqualified	234	4.27	Students disqualified	348	6.36
Students permitted to return after disquali- fication without sitting out one semester	14				

SANTA MONICA CITY COLLEGE

Archie M. Morrison, Dean of Students, Santa Monica City College, writes as follows:

"In answer to your request of November 2, I have gathered together the following data concerning our students. During the fall, 1964 semester we had 2,581 students on probation, 428 were disqualified, and 3,328 had less than a 2.0 grade point average. During spring, 1965, there were 2,420 on probation, 624 were disqualified, and 3,302 achieved less than a "C" average. We can only estimate how many would have been disqualified as a result of being under a 2.0 grade point average for two semesters in a row. The registrar and I estimate that somewhere between 1,500 and 2,000 would probably have been disqualified in each of these two semesters if the proposed 2.0 grade standard had been in effect."

SHASTA COLLEGE

(Copy of letter dated November 23, 1965)

Mrs. Marie Lantagne
Dean of Student Personnel
Santa Barbara Junior College
Santa Barbara, California 93105

Dear Mrs. Lantagne:

I am writing this letter as a follow-up to the letter and information recently sent to your office regarding the resolution on probation and related matters adopted September 28, 1965 by the Coordinating Council for Higher Education. While we here at Shasta College are in general agreement on the need for coordination in these matters, we question seriously the advisability of adopting resolutions on a state-wide basis that might be more appropriately decided on an individual basis in the Counseling Office. Specifically, I refer to point five under Dismissal Policy which states:

"A student who has been on probation for two consecutive semesters and would be on probation for a third consecutive semester shall be subject to dismissal, except when the circumstances relating to the individual student warrant an exception. Each board shall establish policies governing exceptions. Such policies shall be filed with the State Board of Education."

In light of our experience here at Shasta College, it would seem that this is an unnecessarily restrictive policy which tends to reduce the counseling function in probationary matters to a mere recitation of the rules. Our policy here at Shasta with a student who is on probation (or even one who is having difficulty in one class when he seeks help) has always been what the resolution terms "special counseling". When the student is on probation for a

SHASTA COLLEGE (continued)

second semester he may, at the discretion of his counselor, be allowed a full load if a significant change is made in his major or seen in his school situation; he may be required to take a half-time load; or he may be required to leave school for a semester. The effectiveness of our policy might best be judged by the most recent data we have on the outcome.

A total of 59 of our students were on academic probation for the second consecutive semester at the beginning of the Spring Semester, 1965 and sought readmission. Each of these students was required to have an individual conference with his counselor. As a result of these conferences, only 11 students were required to lay out a semester while 48 were allowed to return. Of the 48 who were allowed to return, 26 were taking a half-time load (7½ units) and 22 were admitted without unit restriction. About half, 23 of the 48 students who were allowed to return, received a grade point average of 2.00 or better.

In terms of numbers, this represents quite a saving over a policy which would require all or most of the 59 students to leave school. It also argues strongly for a flexible policy which, in addition to requiring students to leave school for a semester would allow a change of major, a reduction of the student's outside work, a reduction of units, a closer attention to study methods, or any of several other alternatives not easily reduced to a school board approved exception to a rigid rule.

In summary, it is our opinion that a policy which would require students to leave school after two unsuccessful semesters simply avoids the question of why students fail, or more accurately, why a specific student is failing and is not at all in keeping with the junior college philosophy of education.

Sincerely yours,

/s/ Robert C. Nichols
Dean of Guidance and Admissions

VENTURA COLLEGE

(Copy of letter dated November 5, 1965)

Mrs. Marie Lantagne
Dean of Student Personnel and Chairman,
CJCA Committee on Guidance and Student Personnel
Santa Barbara City College
Santa Barbara, California

Dear Marie:

We are forwarding a copy of two studies recently completed at Ventura College; namely

1. A recap of probation and exclusion for the 1964=65 school year. We maintain a minimum standard of 1.50.
2. A study of non-high school graduates enrolled in Fall 1964.

In addition we have in progress three studies as yet incomplete. We will forward them when available. These are:

1. A study of those enrolled on academic probation in Fall 1964.
2. A study of those excluded after Fall 1964.
3. A study of those returning after a semester or more of exclusion from 1960 to 1964.

If I understand the proposed changes governing probation-exclusion, the present cumulative 1.50 average would be raised to 2.00. Additionally, any student whose semester average fell below 2.00 would be placed on probation and any student whose semester GPA fell below 2.00 for two or more successive semesters would be subject to exclusion. If this were approved I estimate the following would have occurred here after this past Spring Semester. These numbers represent additional figures to those reported in the Spring 1965 recap reported elsewhere:

1. 177 additional students would have entered classes in Spring Semester on academic probation. These are students whose cumulative GPA was above 1.49 but below 2.00 and whose record was considered as "clear". With a 1.49 and lower, 677 or 11.2% of our student body entered Spring Semester 1965 on probation. Raising this to a 2.00 would therefore have added 177 students to a total of 854, or 14.7% of our student body.

2. With a 1.49 GPA or lower, 443, or 7.6% of our student body were placed on probation as a result of Spring 1965 grades. The new standards would presumably place a student on probation if his cumulative or semester GPA fell below 2.00. We note that 444 of our students, clear under present standards,

VENTURA COLLEGE (continued)

had a cumulative GPA above 2.00 before Spring Semester, but their Spring GPA fell below 2.00. This represents an additional 7.7% of our student body who, under present standards are considered as "clear".

3. We estimate that an additional 407, or 7.0% of our student body had cumulative GPA's below 2.00 but above 1.49 prior to Spring 1965. This 407 earned Spring GPA's above 2.00 but their cumulative average remained below 2.00 at the close of Spring 1965. Therefore presumably these would be added to our present probationary list.

4. Additionally, we note that 348, or 6.0% of our student body in Spring 1965, had previous GPA's below 2.00 but above 1.49; Spring 1965 GPA's below 2.00 but above 1.49; and current cumulative GPA's below 2.00 but above 1.49. Under present standards these students are considered "clear", but presumably would be subject to exclusion under proposed standards. This would represent 348, or 6.0% more than the 373, or 6.4% who were subject to exclusion under present standards.

5. Additionally 111 of those who were placed on probation under current standards would have been subject to exclusion instead under proposed standards at the close of Spring 1965.

An examination of the various proposals regarding probation-exclusion standards seems to me to incorporate the following:

A desire to assure and increase counseling for those in academic difficulties.

A wish to raise standards in the J.C. to more nearly equal those in many four-year colleges. These are not necessarily good, or uniform, as carried out by the four year colleges, or even uniformly administered within the various colleges on a single university campus.

A desire to raise standards to a more realistic one in terms of graduation or transfer requirements. However, many of our students have no wish to do either.

Recognition of high school grade deficiencies that may indicate a poor personal habit-pattern for the individual student.

A desire for uniformity in administering the policy equally to both incoming transfer and native students.

A wish to gain uniformity in all J.C.'s.

If there has been any serious research which has prompted the various proposals, I am not aware of what has been utilized. It seems to me that a great deal of interest has already been generated in preliminary research and sour-searching in the various junior colleges by recent proposals and in this

VENTURA COLLEGE (continued)

respect represents benefits. However, I feel amendments to the current Education Code, as recently proposed, do not represent wise changes, especially in view of our own research efforts. We support heartily the Fresno Committee suggestion to keep state standards as they are. Whatever changes above state minimums are necessary should be left to the local district.

It is my personal hope that we will eventually recognize locally that a 1.50 represents an unrealistic "clear" status for the student who has attempted large numbers of units, although adequate for the beginning students. If state standards remain the same as now, I expect to suggest locally that we incorporate some simple sliding scale, from 1.50 to 2.00, that is easily administered.

Best wishes in your Committee efforts.

Sincerely,

/s/ W. H. Meierding

Assistant Dean of Admissions and
Guidance