Welcome to Research & Planning Briefs from the Office of Research, Planning and Grants. The following summarizes a recent report titled *Students on Academic Probation at City College of San Francisco*, which outlines predictors and characteristics of students on academic probation as well as the impact of special programs and financial aid on those individuals.


Please forward these e-briefs to others in your department/office who have a strong interest in instructional reform and/or data-driven program design. You can also add individuals to our distribution list by sending a name and e-mail address to Kelley Karandjeff, kkarandj@ccsf.edu.

Focus on Students on Academic Probation at CCSF

During any one semester, approximately 9% - 10% of the total credit student population is on academic probation. A student can be on academic probation after taking 12 or more units with a cumulative GPA of less that 2.0 for up to four semesters. College policy requires that students on academic probation for more than four terms leave CCSF. In Spring 1998, just over 2,600 of 30,000 credit students were on academic probation; the numbers have grown relatively proportionally over time with about 3,500 of 34,500 credit students on academic probation in Spring 2002.

According to a snapshot in Spring 2002 of all credit students, there exist gender and race disparities in those on academic probation (9% female vs. 13% male; 17% African American and Filipino vs. 5% White and 10% Asian/Pacific Islander). However, a student’s age and number of basic skills placements is the best predictor of probationary status. More than 30% of students under the age of 25 with two basic skills placements were on academic probation in Spring 2002.

Many students (53%) on probation have an educational goal of obtaining a two- or four-year degree. A majority (75%) have been enrolled for only one to three terms before going on probation for the first time. Finally, approximately two-thirds of students on academic probation will remain on probation until they leave the college.

Students who participate in special programs such as academic probation workshops, DSPS, Learning Assistance Center services, or EOPS have a greater chance of achieving clear academic standing by their last semester at the College. These findings suggest that interventions such as workshops, tutoring, and mentoring can be of great value to at-risk students, particularly if offered early in a student’s education at CCSF. We also found that students who receive financial aid leave CCSF in clear academic standing for more often than those without aid—a possible component in the College’s strategy for supporting students on academic probation.

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1 These numbers would be higher if students on progress probation, those who have 12 or more units of which half are withdrawal, incomplete, or no credit grades, were included. However, due to a long-term Banner programming error, we are unsure of the actual number of students with this status.