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Academic Probation: Evaluating the Impact of Academic Standing Notification Letters on Students Appendix

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Appendix A – Mohawk College Standard Notification Letters

Standard Notification Letter Promote with Advice: Fall 2016

Well done. You have successfully completed your fall semester. You'll notice on MOCmotion that you have been placed in [Promote with Advice](#) status. To ensure your success in your next semester, we strongly recommend that you meet your [Student Success Advisor](#). You can make an appointment starting on January 24, 2017. In our experience, this meeting can be your ticket to success. Watch this [video](#) from a fellow student to learn more.

In the meantime, we encourage you to consider the following:

- If you have a missed or failed course, and you want to try to add it to your timetable, see your **Program Coordinator** during the Add Period beginning January 5, 2017. Some of these courses are also available through [Continuing Education](#).
- Attend [Start Smart](#) on Monday, January 9, 2017, which provides a wide range of workshops and resources to help you renew your focus on your academic success.
- You may also want to consider other [support services](#), such as [tutoring](#) or [counselling](#).

Please check your 'My Student Account' tab through the [MOCmotion website](#) for your final grades. Also, please check your @mohawkcollege.ca e-mail account for any additional official communications from us.

Beginning December 23rd at 11:30am, Mohawk College will be closed during the holidays. We will be open on Monday January 2nd, 2017 to provide advising and support services before classes resume on Tuesday, January 10, 2017.

Enjoy the holiday season!

We are eager to help you succeed in the New Year!

Sincerely,
Mohawk College Staff and Faculty

Standard Notification Letter

Probation: Fall 2016

You'll notice on [MOCOMotion](#) that you have been placed in [Probation](#) status due to your academic performance this semester. This means that you have been temporarily de-registered out of your timetable (block) or any full-time courses you were registered in. To continue on in your program, you are required to meet with your [Student Success Advisor](#) (SSA) to be able to re-register for your courses. Watch this [video](#) to learn more.

We are here to support your success. Please connect with your [SSA](#) in January as early as possible for guidance on how to be successful in your studies. [Continuing Education](#) courses may be a good approach to pick up courses you have failed or missed. Talk with your SSA about this option.

We also encourage you to attend [Start Smart](#) on Monday, January 9, 2017, which provides a wide range of workshops and resources to help you renew your focus on your academic success. You may also want to consider our new [Bounce Back](#) program or other [support services](#), such as [tutoring](#) or [counselling](#).

Beginning December 23rd at 11:30am, Mohawk College will be closed during the holidays. We will be open on Monday, January 2nd, 2017 to provide advising and support services before classes resume on Tuesday, January 10, 2017.

For more important dates, view the [Academic Year Calendars](#).

Please check your 'My Student Account' tab through the [MOCOMotion website](#) for your final grades. Also please check your @mohawkcollege.ca e-mail and any additional official communications from us.

Enjoy the holiday season!

We are eager to help you succeed in the New Year!

Sincerely,
Mohawk College Staff and Faculty

Standard Notification Letter Compulsory Withdrawal: Fall 2016

You'll notice on [MOCOMotion](#) that you have been placed in [Compulsory Withdrawal](#) status due to your academic performance this semester. This means that you are not eligible to progress to the next semester of your program; however, we want to see you return to Mohawk College in January. Watch this [video](#) to learn more.

If you have already been accepted or registered in a new program for January 2017, we wish you all the best.

Visit [The Square](#) at Fennell or your Student Services office at other campuses to explore your options:

- To register in a new program, or restart your program, speak with an [Admissions Advisor](#).
- To explore new career options matched to another Mohawk program, speak with a [Counsellor](#).
- For OSAP questions please see a [Financial Assistance Advisor](#).
-

You may also want to consider contacting your Program Coordinator to:

- Review your Compulsory Withdrawal status and try to continue in your program, speak with the **Program Coordinator** in your Academic area. Before doing this, please [review the Academic Promotion and Appeals policies](#).
- Pick up missed courses from earlier semesters (if offered and available).
- You may also want to consider trying to register for any missed or failed courses through [Continuing Education](#), if available.
-

Beginning December 23rd at 11:30am, Mohawk College will be closed during the holidays. We will be open on Monday, January 2nd, 2017 to provide advising and support services before classes resume on Tuesday, January 10, 2017.

For more important dates, view the [Academic Year Calendars](#).

Please check your 'My Student Account' tab through the [MOCOMotion website](#) for your final grades. Also please check your @mohawkcollege.ca e-mail and any additional official communications from us.

Until then, have a safe and happy holiday season! We are eager to help you succeed in a new program in the New Year!

Sincerely,
Mohawk College Staff and Faculty

Additional information about Academic Promotion and Appeals policies [can be found here](#).

Standard Notification Letter Compulsory Withdrawal – New Program Advisement: Fall 2016

You'll notice on [MOCOMotion](#) that you have been placed in [Compulsory Withdrawal](#) status due to your academic performance this semester. **This means that you are not eligible to progress to the next semester of your program; however, we want to see you return to Mohawk College in January.** Following an academic review, it has been determined that the completion of an alternate program would be an appropriate path to support your success. Therefore, you have been placed in a suitable program for your next semester. Check 'Choose or Change your Timetable' on MOCOMotion to see the details of this opportunity.

If you have already been accepted or registered in a new program for January 2017, we wish you all the best.

If you wish to follow this academic advisement and complete this program, simply complete the registration process for this program. If you received OSAP in the fall term and are changing your program or re-entering the 1st semester of your program, you need to submit an [OSAP Program Change Form](#) to the Square for your Financial Assistance Advisors to update your file.

If you do not wish to accept this advisement, we encourage you to visit [The Square](#) at Fennell or your Student Services office at other campuses to explore your options:

- To register in a new program, or restart your program, speak with an [Admissions Advisor](#).
- To explore new career options matched to another Mohawk program, speak with a [Counsellor](#).
- For OSAP questions, please see a [Financial Assistance Advisor](#).

Beginning December 23rd at 11:30am, Mohawk College will be closed during the holidays. We will be open on Monday, January 2nd, 2017 to provide advising and support services before classes resume on Tuesday, January 10, 2017.

For more important dates, view the [Academic Year Calendars](#).

Please check your 'My Student Account' tab through the [MOCOMotion website](#) for your final grades. Also please check your @mohawkcollege.ca e-mail account for any additional official communications from us.

Until then, have a safe and happy holiday season! We are eager to help you succeed in a new program in the New Year!

Sincerely,
Mohawk College Staff and Faculty

Appendix B – Mohawk College Psychologically Attuned Notification Letters (Pilot)

Revised Notification Letters Promote with Advice: Winter 2017

Dear Philip,

Well done. You have successfully completed your winter semester. You'll notice on MOCOmotion that you have been placed in [Promote with Advice](#) status. To ensure your success in your next semester, we **strongly recommend** that you meet your [Student Success Advisor](#). You can make an appointment starting on May 23rd, 2017. In our experience, this meeting can be your ticket to success. Watch this [video](#) from a fellow student to learn more.

In the meantime, we encourage you to consider the following:

- If you have a missed or failed course, and you want to try to add it to your timetable, see your Program Coordinator during the Add Period beginning May 4, 2017. Some of these courses are also available through [Continuing Education](#).
- You may also want to consider other [support services](#), such as [tutoring](#) or [counselling](#).

A few general reminders:

- The spring/summer semester classes start on Monday, May 8. The fall semester classes begin on Wednesday, September 6. For more important dates, view the [Academic Year Calendars](#).
- Please check your 'My Student Account' tab through the [MOCOmotion website](#) for your final grades. Also please check your @mohawkcollege.ca e-mail and any additional official communications from us.

We wish you all the best, and look forward to seeing you next semester.

Sincerely,
Mohawk College Staff and Faculty

Additional information about Academic Promotion and Appeals policies [can be found here](#).

Revised Notification Letters Probation: Winter 2017

Dear Philip,

You'll notice on [MOCOMotion](#) that [probation](#) is noted as your academic status. This means that you **must** meet with your [Student Success Advisor \(SSA\)](#) before you can register for your courses next semester.

This process is put in place to ensure we can help you to get into the courses and access the resources you need to get back on track academically. We understand that success does not always follow a predictable path. We also know that college students have complicated lives, and personal, financial, health and family reasons may have had an impact on your academics. With that in mind, we have a variety of services designed specifically for this process, such as the [Bounce Back](#) program and other [support services](#), like [tutoring](#) or [counselling](#).

Please connect with your [SSA](#) to book a meeting as soon as possible. You may want to consider looking at [Continuing Education](#) courses, as this is often a good approach to pick up courses you need. You can talk with your SSA about this option.

Many students go through the probation advising process each year and many continue on to have a successful career at Mohawk. In fact, we encourage you to [read these stories](#) from students who recently went through this process. We are confident that you can be successful too. We will help you every step of the way.

A few general reminders:

- The spring/summer semester classes start on Monday, May 8. The fall semester classes begin on Wednesday, September 6. For more important dates, view the [Academic Year Calendars](#).
- Please check your 'My Student Account' tab through the [MOCOMotion website](#) for your final grades. Also please check your @mohawkcollege.ca e-mail and please read fully any additional official communications from us.

We wish you all the best, and look forward to seeing you next semester.

Sincerely,
Mohawk College Staff and Faculty

Additional information about Academic Promotion and Appeals policies [can be found here](#).

Revised Notification Letters Compulsory Withdrawal (CW): Winter 2017

Dear Philip,

You'll notice on [MOCOmotion](#) that you have been placed in [Compulsory Withdrawal](#) status due to your academic performance this semester. This means that you are not eligible to progress to the next semester of your program; however, we want to see you return to Mohawk College as soon as possible. We have outlined some options for you below.

In fact, many students do return to Mohawk. We understand that success does not always follow a predictable path. We also know that college students have complicated lives, and personal, financial, health and family reasons may have had an impact on your academics. Here are some [stories](#) from students who recently went through this process.

We are confident that you can be successful too, and we will help you every step of the way. With that in mind, we have a variety of [support services](#) designed specifically for this process.

If you have already been accepted or registered in a new program for the spring or fall 2017, we wish you all the best.

Option 1: New Program - Visit [The Square](#) at Fennell or your Student Services office at other campuses to explore your options:

- To register in a new program, or restart your program, speak with an [Admissions Advisor](#).
- To explore new career options matched to another Mohawk program, speak with a [Counsellor](#).
- For OSAP questions, please see a [Financial Assistance Advisor](#).

Option 2: Continue in your program - You may also want to consider contacting your Program Coordinator to:

- Review your Compulsory Withdrawal status and try to continue in your program. Before doing this, please review the [Academic Promotion and Appeals policies](#).
- Pick up missed courses from earlier semesters (if offered and available).
- You may also want to consider trying to register for any missed or failed courses through [Continuing Education](#), if available.

A few general reminders:

- The spring/summer semester classes start on Monday, May 8. The fall semester classes begin on Wednesday, September 6. For more important dates, view the [Academic Year Calendars](#).
- Please check your 'My Student Account' tab through the [MOCOMotion website](#) for your final grades. Also please check your @mohawkcollege.ca e-mail and please read fully any additional official communications from us.

We are eager to help you succeed.

Sincerely,
Mohawk College Staff and Faculty

Additional information about Academic Promotion and Appeals policies [can be found here](#).

Appendix C – Online Student Survey: Instrument

Thank you for participating in this survey!

The goal of this survey is to better understand students' experiences with different academic standings. Your perspective will help us improve the academic standing notification process for both current and future Mohawk College students.

In appreciation for your time, you will receive \$10 on your ONE Card approximately one (1) week after completing the survey.

A few things to note:

- This survey is sponsored by the "Understanding and Improving the Academic Standing Process" research team.
- Your participation is voluntary but greatly appreciated. Your responses to the survey will not affect your grades or academic status in any way.
- The survey should take approximately 30 minutes to complete.
- When you finish the survey, you will be asked for your Mohawk College email address, student number, and full name (first and last) so that we can upload the \$10 to your ONE Card and also remove you from future reminders about completing the survey. Identifying information about you will be removed before the results are shared with the research team (except from open-ended questions, if you chose to share identifying information there).

On the next page, you will see a consent form that provides more information about the survey. If you agree to participate, please read it and then continue to the first question.

If you have any questions, please contact Megan Pratt (Supervisor, Research and Special Projects) at megan.pratt@mohawkcollege.ca or 905-575-1212 ext. 3939.

Please review the consent form below. If you agree to participate in the study, please continue to the next page. If you do not agree to participate, please close this webpage.

CONSENT FORM

Study Title: Academic Standing and Students' Experiences

Research Activity: Online Student Survey

Researchers:

- Tim Fricker, MEd, Dean of Students, Mohawk College
- Shannon Brady, PhD, Postdoctoral Scholar, Stanford University
- Megan Pratt, MEd, Supervisor, Research and Special Projects, Mohawk College
- Melissa Gallo, Msc, Director, Student Success Initiatives, Mohawk College

Sponsoring Organizations:

- Higher Education Quality Council of Ontario (HEQCO)

Dear Participant,

You are being asked to participate in a research study to help the researchers understand the experiences and outcomes of students on academic probation at Mohawk College. Questions about your experience being on an academic standing other than Promote with Good Standing (PG) during the fall 2016 semester will be asked with an online student survey hosted on a web-based survey software. Participation is voluntary; should you choose not to participate, it will have no impact on your academic standing or your relationship with Mohawk College.

Procedures: To participate, please read and sign this form. To do so, log in to your Mohawk College email (webmail.mohawkcollege.ca) using your 9-digit student number (000123456@mohawkcollege.ca). Open the email titled, "Your Academic Standing (Paid Online Survey)" and follow the link to complete the survey. If you do not want to participate in this study, simply do not complete this form or complete the survey. Once you have accessed the survey and have completed this form, the survey will provide you with instructions. The survey will ask you a series of roughly 40 questions about how you felt when you found out you were no longer in good standing, what factors may have led to that situation, and how you responded to the situation. At the end of the survey, you will be asked to review an academic standing notification letter, and will be asked questions about how the letter would make you feel, as well as what its strengths and weaknesses are. This survey should take no longer than 30 minutes once you begin.

Possible Risks and Discomforts: While the online survey is designed to ask you to think and reflect carefully about your experience being on an academic standing other than Promote with Good Standing (PG) in fall 2016, the survey questions are not expected to evoke any strong emotions or pose any risks to you. If, however, you feel any discomfort while completing the survey, you may choose to not answer the question or withdraw from the study at any time. You can also receive support from your Student Success Advisor (SSA) if you experience any discomfort; their contact information can be found at www.mohawkcollege.ca/SSA. Counselling Services are also available by visiting the Square (C102) or www.mohawkcollege.ca/Counselling.

Possible Benefits: By consenting to participate in this study and completing this survey, you will be provided with a \$10 credit to your ONE Card. You may also find that answering questions about your academic progress promotes some positive self-reflection. Learning about your experience on an academic standing other than Promote with Good Standing (PG) is an important research activity for Mohawk College; by participating in the survey, you may help Mohawk College to offer improved services, processes and supports to its students both now and in the future.

Confidentiality: Every effort will be made to ensure confidentiality of any identifying information that is obtained in connection with this study. Part of this research will involve assessing the academic performance, advising participation rates and registration records of those who have participated in this survey. The researchers will require access to your academic records as you proceed throughout your education at Mohawk College. This information will not be linked with your name or with any other personal identifier, and the researchers will not be provided with any personal identifiers. Employees at Mohawk College in Corporate Reporting and Institutional Research will be making this linkage. All of the analyses conducted by the researchers will be reported as groups, therefore, protecting your privacy. Nothing will be analyzed or reported that pertains to any single individual.

Participation and Withdrawal: You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may exercise the option of removing your data from the study at any time by contacting the researchers. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise that warrant doing so. A summary of the results will be posted at www.heqco.ca. If you have questions about the study, please contact Megan Pratt, Supervisor, Research and Special Projects, at 905-575-3939 or megan.pratt@mohawkcollege.ca, or Melissa Gallo, Director of Student Success Initiatives, at 905-575-2035 or melissa.gallo@mohawkcollege.ca. You may also contact Shannon Brady at stbrady@stanford.edu.

Rights of Participants: You may withdraw your consent at any time and discontinue participation without consequences. You are not waiving any legal claims, rights or remedies because of your participation in this research study. This study has been reviewed and received ethics clearance through the Mohawk College Research Ethics Board (MCREB). If you have questions regarding your rights as a research participant, contact the Mohawk College Research Ethics Board (MCREB) at reb.coordinator@mohawkcollege.ca or 905-540-4247 ext. 20304 or the Stanford Institutional Review Board at irb2-manager@lists.stanford.edu.

If you agree to participate, please continue to the next page. You may print a copy of this form for your records. Upon the completion of the study, a copy of the consent form will be sent to your Mohawk College email account. If you do not agree to participate, please close this webpage.

The survey will ask a number of open-ended questions. We request that you do not include personally-identifying information (e.g., people's names, the name of your program) in your responses to these questions. These responses will not be reviewed before they are shared with the research team.

To begin, we are interested in the story of your experience with [insert student's status here] during the fall 2016 term.

For instance, you might describe...

- What led to you receiving an academic status of [Insert Status Here]?
- How did you find out that your academic status was [Insert Status Here]?
- How did you feel when you found out?
- What did you do?
- What is/was having an academic status of [Insert Status Here] like for you?

In what ways, if any, was being placed on [Insert Status Here] helpful or productive for you and your experience at Mohawk College?

Here, you might mention ways you learned or grew from the experience.

Was there anything that made being on [Insert Status Here] better or easier? How or why did it make the experience better?

Here, you might mention specific people, strategies you used, things people said to you, decisions you made, ways you decided to think, etc.

In what ways, if any, was being placed on [Insert Status Here] unhelpful or counterproductive for you and your experience at Mohawk College?

Was there anything that made [Insert Status Here] harder or worse? If so, what? How or why did it make the experience harder or worse?

Here, you might mention specific people, strategies you used, things people said to you, decisions you made, ways you decided to think, etc.

Think back to when you first learned you had been placed on an academic status of [Insert Status Here] in fall 2016.

When you learned you had an academic status of [Insert Status Here], to what extent did you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...hopeful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ashamed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...embarrassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...calm?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...angry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...guilty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...confused?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...determined?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...surprised?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...respected?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...sad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...scared?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think back to when you first learned you had been placed on an academic status of [Insert Status Here] in fall 2016.

When you learned you had an academic status of [Insert Status Here], to what extent did you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...motivated in your classes at Mohawk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like maybe you didn't belong at Mohawk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like your Advisors and Professors wanted to help you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like you weren't smart enough to do well at Mohawk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like you were the only one on [Insert Status Here]?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...worried that others at Mohawk would view you negatively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...confident that your experience at Mohawk would improve?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like you could no longer achieve your important life goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supported by your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...that you knew what to do next?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you feel tempted to hide the fact that you had been placed on [Insert Status Here] from...

	Not at all	Very little	A little bit	Somewhat	A lot	Very much	Extremely
Friends at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors or other Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff or administrators at Mohawk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think back to when you first learned you had been placed on an academic status of [Insert Status Here] in fall 2016.

At that time, what percentage of students did you think were placed on [Insert Status Here] at least once during their time at Mohawk College?

- 1%
- 2%
- 99%
- 100%

At that time, did you know anyone else who had been on or was currently on [Insert Status Here]?

- Yes
- No

There are many reasons students experience academic difficulties. Below, we have listed some factors that can contribute to academic difficulties.

Indicate the extent to which each factor contributed to you being on [Insert Status Here].

	Not at all	A little bit	Some	Quite a bit	A lot
Too heavy of a course load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient academic background or skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ineffective study habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of advising, tutoring, office hours or other academic supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not understanding academic policies or requirements (e.g., minimum credits, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of motivation or interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much socializing or partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or mental health difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal difficulties (family, relationship, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of academic direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough time, due to responsibilities at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough time, due to job/financial commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough time, due to extracurricular commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastination or poor time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about the most significant reasons that led to you being on [Insert Status Here].

What resources, if any, were available from Mohawk College to help you address these reasons? Please list resources that were available even if you did not use them. If there were no resources available to help you address these reasons, please skip this question.

- Resource 1: _____
- Resource 2: _____
- Resource 3: _____
- Resource 4: _____
- Resource 5: _____

To what extent did you use or take advantage of these resources?

	Not at all	A little bit	Somewhat	Quite a bit	Very much
<i>If... Resource 1: Is Not Empty</i> \${resources/ChoiceTextEntryValue/1}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 2: Is Not Empty</i> \${resources/ChoiceTextEntryValue/2}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 3: Is Not Empty</i> \${resources/ChoiceTextEntryValue/3}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 4: Is Not Empty</i> \${resources/ChoiceTextEntryValue/4}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 5 Is Not Empty</i> \${resources/ChoiceTextEntryValue/5}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how helpful did you find each of the resources that you used or attempted to use?

	Not at all	A little bit	Somewhat	Quite a bit	Very much
<i>If... Resource 1: Is Not Empty</i> \${resources/ChoiceTextEntryValue/1}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 2: Is Not Empty</i> \${resources/ChoiceTextEntryValue/2}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 3: Is Not Empty</i> \${resources/ChoiceTextEntryValue/3}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 4: Is Not Empty</i> \${resources/ChoiceTextEntryValue/4}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>If... Resource 5 Is Not Empty</i> \${resources/ChoiceTextEntryValue/5}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

There are many reasons why students do not use resources that are available to them. Were there any resources that were relevant to the reasons you went on [Insert Status Here] that you did not use? If so, which resources were they and why didn't you use them?

If it is helpful to you, here are some examples of reasons other students have shared for why they didn't use a particular resource that was available to them:

- *I was back on track without the resource and didn't need it.*
- *A professor peer, or staff member recommended against using it.*
- *I wanted to use it but didn't have enough time.*
- *I did not think it would be helpful to me.*
- *I felt like there wasn't any point to using the resource because it was too late or the resource wouldn't be helpful enough.*
- *I felt scared/guilty/embarrassed/ashamed.*
- *I don't know why I didn't use it; I just didn't.*
- *I just couldn't get myself to do it.*

Is there anything you know now that you wish you had known when you were first placed on [Insert Status Here]? If so, what?

What advice or message would you want to give to other students in the future who are placed on [Insert Status Here]?

Now, we would like to ask you some questions about the letter/email/message you received to notify you that you had an academic status of [Insert Status Here].

What, if anything, do you remember about the notification email/letter/message?

To the best of your memory, how carefully did you read the notification message?

- Not at all carefully 1
- 2
- 3
- 4
- 5
- 6
- Extremely carefully 7

In the box below, please write your **first name**, being sure to capitalize it as you would on a formal document. This will allow us to personalize some materials you may see later in the survey.

Communicating with Students about Academic Standing

It is important that schools communicate clearly with students about their academic standing. We want to learn from you how Mohawk College can do this more effectively. So, on the next page, you will see a notification letter. It may be more or less similar to the letter you received when you were first placed on [Insert Status Here].

Please read it carefully. Imagine actually receiving it. How would you feel? How would you respond?

(In order to encourage you to read the page closely before moving on, the "next" button will appear after a delay. This delay will provide you time to read the page thoroughly and should not slow you down if you are reading carefully.)

** At this point, students were randomized to see *either*: **

- Mohawk's pre-2017 academic standing notification for their relevant academic standing or
- The comparable psychologically attuned letter

(The letter is provided at the bottom of this page if you would like to refer back to it.)

After receiving this letter, to what extent would you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...hopeful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ashamed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...badly about yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...motivated in your classes at Mohawk College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like maybe you don't belong at Mohawk College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like advisors and professors would want to help you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like you aren't smart enough to do well at Mohawk College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supported by your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like you are the only one on [insert student's status here]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...worried that others at Mohawk College would view you negatively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(The letter is provided at the bottom of this page if you would like to refer back to it.)

If you received this letter, to what extent would you think it is intended ...

	Not at all	Not very much	Somewhat	Quite a bit	Very much
To motivate students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To serve as a wake-up call?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To warn students that they are not meeting academic expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To connect students with helpful resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To identify students who can't be successful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To punish students for not meeting academic expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To comply with regulations or policies (e.g., financial aid or registration policies)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To let students know that staff/faculty are concerned and care about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, we would like to ask you to provide feedback specifically about the language of the letter you just read — what you found helpful, unhelpful, or confusing.

The letter is provided at the bottom of this page so you can refer back to it.

Are there any parts of the letter you **like**, find **helpful** or think are particularly **effective**? If so, which ones? (You may describe or copy and paste.)

What is helpful or effective about these phrases, sentences or sections?

Are there any parts of the letter you **dislike**, find **unhelpful** or think are particularly **ineffective**? If so, which ones? (You may describe or copy and paste.)

What is unhelpful or ineffective about these phrases, sentences or sections?

Are there any parts of the letter you find **confusing**? If so, which ones? (You may describe or copy and paste.)

Why are these phrases, sentences or sections confusing?

If you have any other feedback about the letter, please write it here.

**** At this point, students saw the student stories for the academic standing relevant to them. ****

The introduction to this page varied by which letter students had seen. If they had seen the pre-2017 letter, the introduction read:

Mohawk College is considering adding a page to the end of the notification letter to share stories from other students who have been placed on [Insert Status Here] in the past. Below, we have provided an example of what this might look like. Please read the stories below and then answer the questions about them.

If they had seen the psychologically attuned letter (post-2016), the introduction read:

We are interested in your thoughts on the stories that were included with the letter. We have included the stories again at the bottom of this page so you can refer back to them.

If you had read stories like this when you were first placed on [Insert Status Here], would one or more of the stories have resonated with you?

- Definitely yes
- Probably yes
- Not sure
- Probably not
- Definitely not

Which story or stories would have most resonated with you? (You may select as many or few as you would like.)

- #1
- #2
- #3
- #4
- #5
- #6

Is there anything not currently discussed in the stories that you think would be useful for a student who has just been placed on [Insert Status Here] to hear from another student? If so, please briefly explain.

Is there anything in these stories that you think might be unhelpful or counterproductive for a student who has just been placed on [Insert Status Here] to read? If so, please briefly explain.

Do you have any other additional thoughts/reflections on your experience with academic standing that you would like to share?

Thanks for making it this far! You're almost finished. Please answer a few background and demographic questions.

In what year were you born? (YYYY)

Please select the response or responses that best describe your gender or gender identity.

- Woman
- Man
- Trans
- Two-spirit
- Genderqueer
- Another gender identity: _____
- I prefer not to respond

Please select the response or responses that best describe your sexual orientation.

- Gay
- Lesbian
- Straight/heterosexual
- Bisexual
- Queer
- Two-spirit
- Pan-sexual
- Another orientation: _____
- I prefer not to respond

Do you self-identify as a "person of colour" or "racialized" person?

- Yes
- No
- I prefer not to respond

Do you self-identify as an Indigenous/Aboriginal person of North America (First Nations, Métis, Inuit, Native American)?

- Yes
- No

Please select the response or responses that best describe your racial identity and ethnic origins.

- Asian Caribbean (e.g., Guyanese, Trinidadian)
- East Asian (e.g., Chinese, Japanese, Korean)
- South Asian (e.g., Indian, Pakistani, Sri Lankan)
- Southeast Asian (e.g., Malaysian, Filipino)
- African (e.g., Ghanaian, Kenyan, Somali)
- Caribbean (e.g., Barbadian, Jamaican, Grenadian, Cuban, Haitian)
- European (e.g., British, French, Spanish, Portuguese)
- North American (e.g., Canadian, American)
- South and Central American (e.g., Brazilian, Panamanian)
- Central American (e.g., Mexican, Honduran)
- North African (e.g., Libyan, Moroccan)
- Middle Eastern (e.g., Syrian, Lebanese)
- West Asian (e.g., Iranian, Afghani)
- South American (e.g., Argentinian, Chilean)
- Another racial identity or ethnic origin (Please specify:) _____
- I prefer not to respond

Did one or more of your parents or guardians attend college or university?

- Yes
- No

How would you describe your current financial circumstances in general?

- I cannot make ends meet
- I am barely making it
- I am breaking even
- I have extra money after paying the bills
- I do not have to worry about money

Which language(s) are you fluent in (can read, speak and write)?

- English only
- French only
- English and French (bilingual home)
- English and another language (bilingual home)
- Other language (not English nor French)

Do you self-identify as a person with a disability?

Note: Statistics Canada defines “disability” as a health problem or physical or mental condition that causes difficulties with and limitations in daily activities.

- Yes
- No

Do you consider yourself an immigrant to Canada (e.g., landed immigrant, permanent resident, refugee, new citizen)?

- Yes
- No

Is this your first postsecondary experience?

- Yes
- No

What BEST describes your activity during the 12-month period prior to arriving at Mohawk?

- Attending high school (full-time or part-time)
- Working full-time (30 hours or more a week)
- Working part-time (less than 30 hours a week)
- Attending college (full-time or part-time)
- Attending university (full-time or part-time)
- A full-time homemaker/caregiver
- Other (e.g., retired, unemployed, injured/sick, traveling, volunteering, etc.) (Please specify)

Which of the following BEST describes your living arrangements while studying at Mohawk? Please choose *only one* of the following:

- Living off campus with family, significant other, child(ren) and/relatives
- Living off campus alone or with other students or friends
- Living on campus in student residence
- Other (Please specify) _____

On average, how many hours per week do you expect to be working for pay while studying? (Please enter a whole number. If you do not expect to be working for pay, please enter 0.)

How focused were you on this survey while you worked on it?

- Not at all focused 1
- 2
- 3
- 4
- 5
- 6
- Extremely focused 7

How carefully did you read the notification letter that was displayed during the survey?

- Not at all carefully 1
- 2
- 3
- 4
- 5
- 6
- Extremely carefully 7

Thank you for sharing your honest reflections.

We would now like to ask you (1) to provide your contact information so that we can give you the \$10 ONE card credit and (2) about your willingness to be contacted in the future about your experiences with academic standing at Mohawk College. Again, this information will be removed before the data are shared with the research team.

If you do not wish to provide your contact information, you do not have to but we will not be able to send you the \$10 ONE Card credit. You may also continue to receive reminders to participate in the survey because we won't know who you are to remove you from the list. Please feel free to ignore them.

Please write your name, student number and email address below.

Please allow approximately one (1) week for the delivery of the \$10 ONE Card credit.

- Mohawk College Email Address _____
- Mohawk College Student Number _____
- First Name _____
- Last Name _____

To learn more about the academic standing process and how it can be improved, we may be interested in conducting interviews or holding discussions with small groups of students. Would you be willing to be contacted about the possibility of participating in an interview or discussion?

- Yes
- No

We sincerely appreciate your help.

Appendix D – Interview Protocol

The script is in *italics*. Directions to the interviewer are in [brackets], and details to fill in with personalized information are in {curly braces}.

Goals:

- To understand what the academic standing process is like for students
- To learn how students understand and respond to different notification letters
- To identify revisions that might make the attuned notification letter more effective

Supplies:

- A private space with chairs and a table
- Copies of the standard letter and draft attuned letter
- Pens/highlighters
- Blank paper, markers (if interviewing students previously on probation)

Process:

1. Thank student for coming and introduce yourself and the goal

My name is {Name} and I am {Title/Role}. I am part of a group working to improve the academic standing process at Mohawk. We appreciate you coming in today. Hearing students' perspectives is essential to us being able to improve this process for current and future students. As we go through the interview, please share however much or little you feel comfortable sharing. Everything you share will be completely confidential. That means that we will never connect your name with the stories or feedback you share with us. Also, please be completely honest in your responses. You don't have to worry about hurting my feelings, and your honest feedback allows us to most effectively improve this process and help other students. Do you have any questions?

[If you are interviewing a student currently or previously on probation, spend about 15 minutes discussing their experience with the probation process using Questions 2 and 3. If interviewing a student who has not experienced the probation process, skip to Question 4.]

2. Ask the student to share briefly about their probation experience.

To begin, we're interested in how people end up where they are, what struggles they had to overcome, what positive experiences helped them along the way, and what they thought about it. To that end, I'd like you to take a few minutes to draw a "map" of your experiences in college, especially those that contributed to your entering the probation process. What led to your receiving academic probation? What did you do (or what do you plan to do) to move forward in a productive way to get off probation? Who supported you? What made the experience easier or better? What made it harder or worse?

[Have student draw their map or just reflectively write for a few minutes]

[Have student guide you through their map/response]

3. Ask follow-up questions (if desired or needed)

- *What caused the difficulties you faced that led to {academic status}?*
- *Did you know you would be going on {academic status} before you got the letter?*
- *What was getting the letter like? How did you feel? What did you do after getting the letter?*
- *Who did you talk with or tell? How did it go when you told people?*
- *Looking back on the process as a whole, what was good or effective about it? What did you learn from it? What could be improved about it? How could it be better?*
- *What do you wish you had known, when you first began the {academic status} process?*
- *What advice would you give to a student, someone like you, entering the process for the first time?*

4. Get the student's feedback on the notification letters

In working to improve the academic probation process, we have been looking at the notification letter students first receive when they are placed on probation. This is the official notification from the institution about probation.

I want to show you one notification letter that Mohawk could use. Please, take a moment to read it. [Show the student the standard letter. Invite the student to use highlighters/pens to annotate what they like/dislike (if desired) and then describe their thoughts.]

- *How does this letter make you feel? What does it make you think?*
- *What do you think works well here and what doesn't?*
- *Is there anything in the letter that makes you feel positive, understood and supported?*
- *Is there anything in the letter that makes you feel negative, misunderstood or not supported?*
- *Are any parts of the letter confusing? Is anything missing that would be helpful to include?*

Now I'd like to show you another notification letter that Mohawk could use. Please, take a moment to read it. [Show the student the attuned letter. Invite the student to annotate what they like/dislike (if desired) and then describe their thoughts.]

- *How does this letter make you feel? What does it make you think?*
- *What do you think works well here and what doesn't?*
- *Is there anything in the letter that makes you feel positive, understood and supported?*
- *Is there anything in the letter that makes you feel negative, misunderstood or not supported?*
- *Are any parts of the letter confusing? Is anything missing that would be helpful to include?*

If you were to recommend one of the two letters for Mohawk to use to notify students of their academic status, which letter would you recommend? Why? Are there any further changes you think should be made to that letter?

5. Invite the student to share any additional comments

Do you have any additional thoughts or comments about the notification letter or anything else about academic standing? You are really the expert here on students' experiences at Mohawk, so I value your thoughts and feedback.

6. Thank the student (and give incentive/appreciation gift, if applicable)

Thank you again for coming in today. We really appreciate your help.
[Provide information regarding compensation.]

Appendix E – Focus Group Protocol

Part #1: Explain Study

Thank you all for coming in today, we really appreciate it.

Mohawk College is always seeking to improve its service and programs, and one of the ways we try to do that is by inviting feedback and suggestions from students.

We are currently working with a researcher from Stanford University to improve the academic standing notification process. This process happens at the end of every term, where each student receives an email notifying them of what their academic standing is.

What we have done is we have revised all of the emails we send to students about their academic standing in an effort to improve it. Today, we are interested in hearing about your reaction to these emails because we think it's important to understand what this experience is like for students.

During the focus group, please share however much or little you feel comfortable sharing. Whatever you can tell us can help us think about how to improve this process. Everything you share will be completely confidential. That means that we will never connect your name with the comments you make and tell us to Mohawk College or to anyone else.

As we go through the questions in this focus group, I will be typing anecdotal notes on the laptop about your responses to ensure we can remember the important suggestions you provide. Again, these notes will not contain your name, nor will they be shared with anyone outside of our team.

If at any time we ask a question that you are not comfortable answering, please answer with "I'd like to pass." As we ask questions, we will start at one side of the room, and go around in order of how you are sitting to ensure that everyone has a chance to answer the questions if they'd like.

Do you have any questions?

Part #2: Collect Informed Consent

When each of you arrived, you were handed two pieces of paper stapled together. This is a copy of our Informed Consent form. By signing it, you are consenting to participate in this project.

You were asked to review and sign the top copy, and keep the bottom copy for your records. We will keep the signed top copy. If you have not had a chance to review and sign the Informed Consent form, please do so now.

Part #3: Participant Introductions

To start, we'd like to quickly go around the room and have each of you introduce yourselves. Your introduction can be as short or specific as you would like. Please consider sharing answers to the following questions:

- Program
- Semester
- What has your experience been like at Mohawk?
- Have you ever been on a status other than Promote with Good Standing?
 - If so, can you explain what got you to that situation?
 - If not, have you ever had a friend or classmate who was on a status other than Promote with Good Standing?
 - If so, do you know what that experience was like for them?

Part #4: Feedback on Letters

As we mentioned before, we are currently working on ways to make the academic standing notification process better for students. In an initial survey we conducted of students who had experienced different statuses like Compulsory Withdrawal, Probation and Promote with Advice, a common theme we found was that the initial letter students received seemed especially frightening and it made them think that they were the only one going through the process. So, we are starting to consider some new ways to write this letter.

Here is a copy of a revised letter for [status name]. Please take some time to read the letter and use the pen in front of you to mark anything that stands out to you — you can make notes on words that you like, things that you think might be unclear, or parts that you think are helpful or unhelpful for students.

Are there any changes you would make to the letter?

At the end of the letter, there is a section where students can read stories from other students who have experienced [status name].

Can you provide us with some feedback on these stories? What did you like about them, and what do you think can be improved? Are there any types of student stories that are missing?

Part #5: Closing and Thank You

Do you have any additional thoughts or comments? You are really the expert here about what students would find the most helpful, so we really value your thoughts and feedback.

Thanks again for coming in today, we really appreciate your help. We will be uploading the \$10 to your ONE Card by the end of next week to thank you for your time.

On your way out, please enjoy one slice of pizza and a pop if you'd like!

Appendix F - Mohawk College Attuned Notification Letters (Current)

Current Revised Notification Letters Promote with Advice: Winter 2018

Dear [Student Name],

You have successfully completed your winter semester. As you may know, Mohawk College requires students to have a grade point average of at least 60% in order to be in good academic standing. Your academic standing is [Promote with Advice](#). This means you are able to progress to the next semester of your program, as long as you meet the prerequisites. We strongly recommend that you seek advice from your Student Success Advisor or Program Coordinator in order to ensure your academic success in future.

We understand that success does not always follow a predictable path. We know that college students have complicated lives, and personal, financial, health and family reasons may have had an impact on your academics. With that in mind, we offer a variety of [support services](#), including [tutoring](#) or [counselling](#), which many students on Promote with Advice find helpful.

You can make an appointment with your [Student Success Advisor](#) throughout the summer to discuss how to get back on track. In the meantime, we encourage you to:

- Watch this [video](#) from a fellow student to learn more about the Promote with Advice process, and to read the stories from other students (below) who have experienced this process in the past.
- If you have a missed or failed a course, and you want to try to add it to your timetable, see your Program Coordinator during the Add Period beginning May 3, 2018. Some of these courses are also available through [Continuing Education](#).

We wish you all the best, and we look forward to seeing you next semester.

Sincerely,
Mohawk College Staff and Faculty

More information about academic standing and appeals policies [can be found here](#).

Students' Experiences in the Academic Standing Process

These stories reflect common experiences that many students report having in the academic standing process at Mohawk.

"Coming to Mohawk hit me like a ton of bricks. I'd done well in high school but I just wasn't prepared for the way college works, how many assignments some instructors assign, or the kind of language some people use. When I got the notification letter, I felt like a failure, like I didn't belong. After a while, I realized that this didn't define me as a person or limit my potential as a student. Yes, I struggled, but it wasn't that I couldn't do the work. I needed to learn how to do college. It took some time, but I tried to take advantage of as many resources as I could: I enrolled in Bounce Back, took a class through Continuing Education, and started spending more time at the library. Now, I'm on track to graduate and I know that I deserve to be here just as much as anyone else."

"A few semesters ago, I was struggling with some mental health issues. I felt like I was barely holding it together. I couldn't focus on my studies, so it didn't come as a surprise that I didn't make good academic standing. Finally, I admitted that I didn't know how to deal with everything, and I reached out for some guidance from people around me including a counsellor and one of my friends. They helped me learn how to manage my mental health issues better — to take care of myself and get support when I need it. I'm doing better mentally and academically now and I've learned how to get through stress and hard times more effectively when they come up."

"I love Mohawk — the experiences I've had, what I've learned and the people I've met. I wouldn't trade them for anything. But a while back, I made some poor choices and my grades suffered. Things were compounded by challenges at home. At first I ignored the problems. I hoped they would just go away. Of course they didn't. Not getting promoted with good standing was really hard for me because I knew I could do better. So, I set up a meeting with my student success advisor. He clearly understood people sometimes make mistakes but can learn from what happened and improve and grow. We strategized and made a plan. To be honest, it's been tough. But I've done it. And that gives me confidence that I can handle whatever other challenges the future holds for me."

Revised Notification Letters Probation: Winter 2018

Dear [Student Name],

As you may know, Mohawk College requires students to have a grade point average of at least 60% in order to be in good academic standing. Your current academic standing is [Probation](#) as your performance is not meeting this standard at this time. This means you will begin your next semester on academic probation, and we strongly encourage you to meet with your [Student Success Advisor](#) before you register for courses next semester. **The academic probation process is put in place to ensure we can help you to get into the courses and access the resources you need to succeed academically.** When you meet the requirements to return to good academic standing, the academic probation process will end.

We understand that success does not always follow a predictable path. We also know that college students have complicated lives, and personal, financial, health or family reasons may have had an impact on your academics. With that in mind, we have a variety of services designed to support students in the probation process, including the [Bounce Back](#) and [Rebound](#) programs as well as other [support services](#) such as [tutoring](#) or [counselling](#).

Please contact your [Student Success Advisor](#) to book a meeting as soon as possible. You may want to consider [Continuing Education](#) courses, as this can be a way to pick up courses you need. You can talk with your Student Success Advisor about this option.

We want you to know that many students go through the probation process each year and many continue on to have a successful career at Mohawk. We encourage you to read the stories below about other students' experiences with academic standing. We are confident that you can be successful too. We will help you every step of the way.

We wish you all the best, and we look forward to seeing you next semester.

Sincerely,
Mohawk College Staff and Faculty

More information about academic standing and appeals policies [can be found here](#).

Students' Experiences in the Academic Standing Process

These stories reflect common experiences that many students report having in the academic standing process at Mohawk.

"Coming to Mohawk hit me like a ton of bricks. I'd done well in high school but I just wasn't prepared for the way college works, how many assignments some instructors assign, or the kind of language some people use. When I got the notification letter, I felt like a failure, like I didn't belong. After a while, I realized that this didn't define me as a person or limit my potential as a student. Yes, I struggled, but it wasn't that I couldn't do the work. I needed to learn how to do college. It took some time, but I tried to take advantage of as many resources as I could: I enrolled in Bounce Back, took a class through Continuing Education, and started spending more time at the library. Now, I'm on track to graduate and I know that I deserve to be here just as much as anyone else."

"A few semesters back, I was struggling with some mental health issues. I felt like I was barely holding it together. I couldn't focus on my studies, so it didn't come as a surprise that I didn't make good academic standing. Finally, I admitted that I didn't know how to deal with everything, and I reached out for some guidance from people around me including a counsellor and one of my friends. They helped me learn how to manage my mental health issues better — to take care of myself and get support when I need it. I'm doing better mentally and academically now and I've learned how to get through stress and hard times more effectively when they come up."

"I love Mohawk — the experiences I've had, what I've learned and the people I've met. I wouldn't trade them for anything. But a while back, I made some poor choices and my grades suffered. Things were compounded by challenges at home. At first I ignored the problems. I hoped they would just go away. Of course they didn't. Not getting promoted with good standing was really hard for me because I knew I could do better. So, I set up a meeting with my student success advisor. He clearly understood people sometimes make mistakes but can learn from what happened and improve and grow. We strategized and made a plan. To be honest, it's been tough. But I've done it. And that gives me confidence that I can handle whatever other challenges the future holds for me."

Revised Notification Letters Compulsory Withdrawal: Winter 2018

Dear [Student Name],

As you may know, students need a grade point average of at least 60% in order to be in good academic standing at Mohawk College. Because your academic performance last term did not meet this standard, your current academic standing is [Compulsory Withdrawal](#). This means that you are not currently eligible to progress to the next semester of your program. However, **we are committed to helping you get back on track academically**. We have outlined some options for you below.

We understand that success does not always follow a predictable path. We also know that college students have complicated lives, and personal, financial, health and family reasons may have had an impact on your academics. With that in mind, we have a variety of services designed to support students in the Compulsory Withdrawal process, including the [Bounce Back](#) and [Rebound](#) programs as well as other [support services](#) such as [tutoring](#) or [counselling](#).

Many students go through the Compulsory Withdrawal process each year and many continue on to have a successful career at Mohawk. We encourage you to read the stories below about other students' experiences with academic standing. We are confident that you can be successful too. We will help you every step of the way.

Here are two options you can pursue:

Option 1: Select a new program - Visit [The Square](#) at Fennell or your Student Services office at other campuses to explore your options:

- To register in a new program, or restart your program, speak with an [Admissions Advisor](#).
- To explore new career options matched to another Mohawk program, speak with a [Counsellor](#).
- For OSAP questions, please see a [Financial Assistance Advisor](#).

Option 2: Request to continue in your program - Contact your Program Coordinator to:

- Review your Compulsory Withdrawal status and try to continue in your program. Before doing this, please review the [academic standing and appeals policies](#).
- Pick up missed courses from earlier semesters (if offered and available). You may also want to consider trying to register for any missed or failed courses through [Continuing Education](#), if available.

*If you have already been accepted or registered in a new program, we wish you all the best.

We are eager to help you succeed. We look forward to working with you.

Sincerely,
Mohawk College Staff and Faculty

More information about academic standing and appeals policies [can be found here](#).

Students' Experiences in Compulsory Withdrawal

These stories reflect common experiences that many students report having in the academic standing process at Mohawk.

"My first year at Mohawk, I was so busy with class, work, and family responsibilities. My grades tanked. Still, the Compulsory Withdrawal letter was a shock. I didn't realize I had let my grades get so out of hand that I wouldn't be able to continue in my program. I was ashamed and embarrassed. How did I let this happen? After talking with my Program Coordinator, though, I felt a little better. Eventually, I saw that Compulsory Withdrawal is Mohawk's way of making sure that everyone is doing okay. The experience increased my awareness of policies and expectations, but it also connected me with mentors who helped me figure out what to do next. Now, graduation is around the corner, and I'm proud of what I've accomplished at Mohawk."

"A few semesters ago, I was struggling with some mental health issues. I felt like I was barely holding it together. I couldn't focus on my studies, so it didn't come as a surprise that I didn't make good academic standing. Finally, I admitted that I didn't know how to deal with everything, and I reached out for some guidance from people around me including a counsellor and one of my friends. They helped me learn how to manage my mental health issues better — to take care of myself and get support when I need it. I'm doing better mentally and academically now and I've learned how to get through stress and hard times more effectively when they come up."

"I love Mohawk — the experiences I've had, what I've learned and the people I've met. I wouldn't trade them for anything. But a while back, I made some poor choices and my grades suffered. Things were compounded by some challenges at home. At first I ignored the problems. I hoped they would just go away. Of course they didn't. Not getting promoted with good standing was really hard for me because I knew I could do better. So, I set up a meeting with my student success advisor. He clearly understood people sometimes make mistakes but can learn from what happened and improve and grow. We strategized and made a plan. To be honest, it's been tough. But I've done it. And that gives me confidence that I can handle whatever other challenges the future holds for me."



Higher Education
Quality Council
of Ontario

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