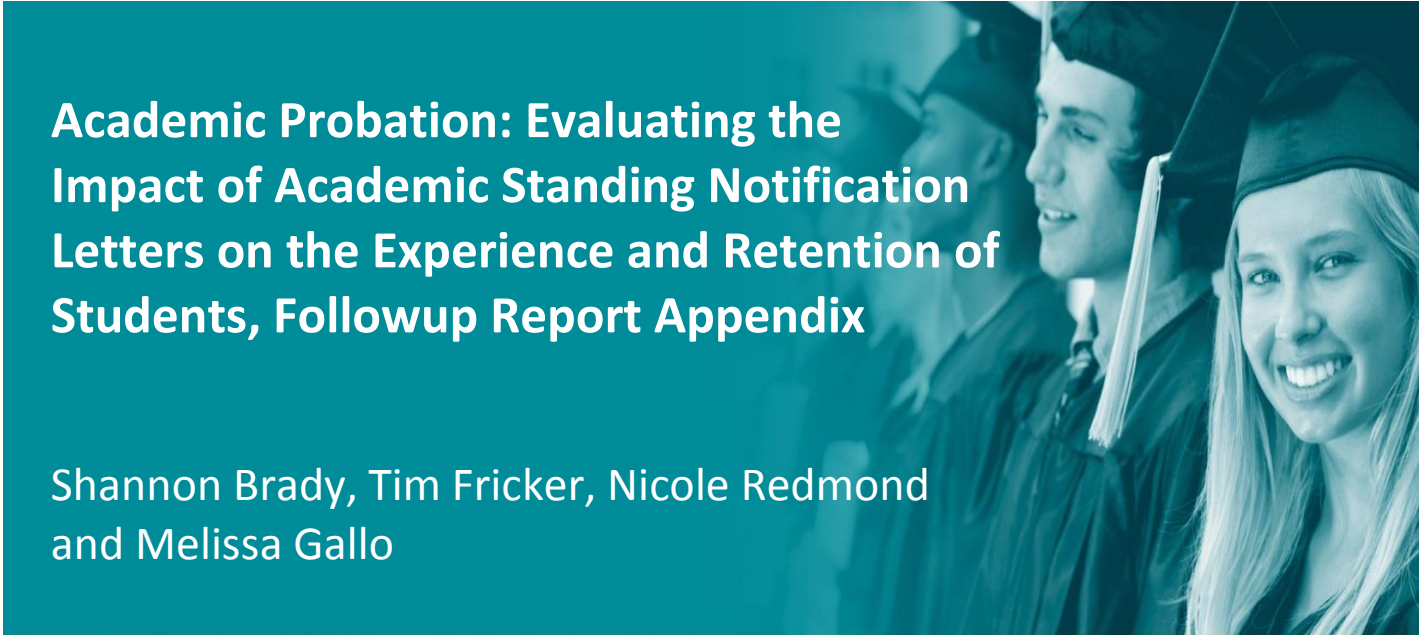




Higher Education  
Quality Council  
of Ontario

An agency of the Government of Ontario



## Academic Probation: Evaluating the Impact of Academic Standing Notification Letters on the Experience and Retention of Students, Followup Report Appendix

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Published by

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### Cite this publication in the following format:

Brady, S., Fricker, T., Redmond, N. & Gallo, M. (2019). *Academic Probation: Evaluating the Impact of Academic Standing Notification Letters on the Experience and Retention of Students, Followup Report Appendix*. Toronto: Higher Education Quality Council of Ontario.



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## Appendix A – Online Student Comparison Test Administration and Timeline

The research team and partnering institutions administered the online student survey during the winter 2019 term. At partner schools where facilitation took place through a centralized system, recruitment messages, reminders and incentive distribution were automated through institutional processes. The timelines for implementation are outlined below:

### C2-MC

- **January 31, 2019:** Launch of Qualtrics survey by sending students survey link via email
  - Open to new participants until 300 submissions received – tracked by research team
- **February 7, 2019:** Online SCT closes; incomplete responses are not included in data analysis

### C2-LC

- **January 23, 2010:** Launch of Qualtrics survey by sending students survey link via email
  - Open to new participants until 300 submissions received – tracked by research team
- **February 4, 2019:** Online SCT closes; incomplete responses are not included in data analysis

### C4-UW

- **February 4, 2019:** Launch of Qualtrics survey via centralized system
  - Open to new participants until 300 submissions received – tracked by research team
- **March 28, 2019:** Online SCT closes at 5PM

### C4-WFU

- **November 19, 2018:** Launch of Qualtrics survey via centralized system
- **December 6, 2018:** Online SCT closes

## Appendix B – Online Student Comparison Test with Mohawk Standard and Attuned Letters

Welcome!

Thank you for participating in this study. We are exploring effective communication between colleges and their students. We would like to better understand how students respond to information they could receive from their school during their college career. We will be doing this by presenting you with a scenario and materials adapted from actual materials used by colleges.

First, you will complete the consent form. Then you will see the materials and answer some questions about them.

To begin, please answer a few general questions about yourself.

How important to you is performing well in school?

- Very important
- Quite important
- Somewhat important
- Slightly important
- Not at all important

When you think about Mohawk College, how often, if ever, do you wonder: "Maybe I don't belong here?"

- Always
- Frequently
- Sometimes
- Hardly ever
- Never

In general, how much do you think about or worry about other people judging you or stereotyping you?

- Very much
- Quite a bit
- Some
- A little bit
- Not at all

I have high self-esteem.

- Very true of me
- Quite true of me
- Somewhat true of me
- A little bit true of me
- Not very true of me

### **Overview: Academic Probation**

As you may know, almost all colleges and universities have a process to inform students that they are not meeting the requirements for satisfactory academic progress. While different schools and departments will have different policies, commonly the requirement for satisfactory academic progress is maintaining a particular grade point average (e.g., 60% or “C average”) or higher.

If students do not meet this requirement, they are placed on **academic probation**. (At some schools this academic status is referred to as **academic warning**, **academic alert**, or another name. But for the purposes of this survey, we will use the term **academic probation**.) To inform students that they are on probation, they receive a notification letter from their school.

We want to understand what receiving this notification letter is like for people. **What would this feel like if it were you?**

**Imagine...**

A few weeks after fall semester ends, you open your email inbox and see a message from your school.

*Read the letter on the next page carefully. Imagine actually receiving the letter. 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 enough time to read the page thoroughly and should not slow you down.)

## Appendix B.1: Mohawk College Standard Letter

### Academic Status Update

#### Your Status: Probation

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 January 7th, 2019, 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 22nd, Mohawk College will be closed during the holidays. We will be open on January 2nd, 2019 to provide advising and support services before classes resume on January 8th, 2019.

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 email 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 & Faculty

After reading the letter, to what extent would you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...determined?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...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"/>
...guilty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...anxious?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...discouraged?	<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"/>
...badly about yourself?	<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"/>

After reading the letter, to what extent would 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 don'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 will 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?	<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 probation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...worried that others 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"/>
...optimistic that your experience at Mohawk will improve?	<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 know 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 you, how sincere does the letter feel?

- Not at all sincere
- Not very sincere
- A little sincere
- Somewhat sincere
- Quite sincere
- Very sincere
- Extremely sincere

Think about what you would do after receiving the letter. For each action below, mark how likely you would be to take the action soon after receiving the letter.

	Not at all likely	Not very likely	A little bit likely	Somewhat likely	Quite likely	Very likely	Extremely likely
Talk with an advisor, professor or other school staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skip class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek academic tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider dropping out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not at all	Not very much	Somewhat	Quite a bit	Very much
Motivate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as a "wake-up call"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warn students that they are not meeting academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect students with helpful resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify students who can't be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punish students for not meeting academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

If you received this letter from your school, to what extent would you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...like Mohawk is trustworthy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like Mohawk has students' best interests at heart?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...proud to attend Mohawk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you were a student who actually received this letter, which statement below best describes how you would read it?

- I wouldn't read the letter at all
- I would only read the first few sentences of the letter
- I would skim parts of the letter
- I would skim the entire letter
- I would carefully read the entire letter
- I would carefully read the letter multiple times

Why?

---

After reading the letter, how common would you think being placed on academic probation was at Mohawk?

Specifically, approximately what percentage of students would you think were placed on academic probation at least once during their undergraduate career at Mohawk?

- 1%
- 2%
- 3%
- 4%
- 5%
- 6%
- 7%
- 8%
- 9%
- 10%
- 11%
- 12%
- 13%
- 14%
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- 82%
- 83%
- 84%
- 85%
- 86%
- 87%
- 88%
- 89%
- 90%
- 91%
- 92%
- 93%
- 94%

- 95%
- 96%
- 97%
- 98%
- 99%
- 100%

Now you will read another version of a probation notification letter. This second letter may be more or less similar to the first letter you saw. **Please read the new letter carefully.**

Again, we want to understand what receiving this letter is like for people. **What would it feel like to you?**

**Imagine...**

A few weeks after fall semester ends, you open your email inbox and see a message from your school.

*Read the letter on the next page carefully. Imagine actually receiving the letter. 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 enough time to read the page thoroughly and should not slow you down.)

## Appendix B.2: Mohawk College Psychologically Attuned Letter

### Academic Status Update

#### Your Status: Probation

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 & 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."

After reading the letter, to what extent would you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...determined?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...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"/>
...guilty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...anxious?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...discouraged?	<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"/>
...badly about yourself?	<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"/>

After reading the letter, to what extent would 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 don'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 will 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?	<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 probation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...worried that others 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"/>
...optimistic that your experience at Mohawk will improve?	<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 know 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 you, how sincere does the letter feel?

- Not at all sincere
- Not very sincere
- A little sincere
- Somewhat sincere
- Quite sincere
- Very sincere
- Extremely sincere

Think about what you would do after receiving the letter. For each action below, mark how likely you would be to take the action soon after receiving the letter.

	Not at all likely	Not very likely	A little bit likely	Somewhat likely	Quite likely	Very likely	Extremely likely
Talk with an advisor, professor or other school staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skip class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek academic tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider dropping out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not at all	Not very much	Somewhat	Quite a bit	Very much
Motivate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as a "wake-up call"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warn students that they are not meeting academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect students with helpful resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify students who can't be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punish students for not meeting academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

If you received this letter from your school, to what extent would you feel...

	Not at all	Very little	A little bit	Somewhat	Quite a bit	Very much	Extremely
...like Mohawk is trustworthy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like Mohawk has students' best interests at heart?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...proud to attend Mohawk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, we would like to ask you a few general questions about probation. In answering these questions, think only about your own personal experience and opinion, not the letters you just read.

Students often feel quite badly when placed on probation. To what extent do you think this is:

	Not at all	A little bit	Somewhat	Quite a bit	Very much
A natural reaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Necessary because it helps students take probation seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Something administrators can't do anything about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due, at least partially, to the ways administrators choose to communicate about probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You said you think that students feeling badly when they are placed on probation is at least partially due to the ways administrators choose to communicate about probation. Please, briefly explain why you think this is the case.

---

At most schools, the official probation notification letter is one or two pages in length. Some schools also include another page, which provides stories from *other* students (previously placed on probation) about what led to their academic difficulties, how they felt when they received the notification letter, and what they did to get back on track academically.

If you were being placed on probation, would you rather receive:

- A notification letter that includes stories from other students (might be longer in length)
- A notification letter that does not include stories from other students (might be shorter in length)

Why?

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Now, for a slightly different topic...

Think about important life challenges people face — like transitioning from college to the workplace, applying to graduate school, becoming a parent, getting married or divorced, performing less well than expected in school or a job, handling financial strain or other challenges.

In the space below, write a life challenge that is important to you or you think could be important to you in the future.

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Now, imagine you had the opportunity to get information from 5–10 people about how they dealt with that same life challenge.

If you could chose the **form** of that information, would you rather hear advice or hear stories from those people?

advice

stories

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stories

advice

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Why would you prefer to hear stories rather than advice?

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Why would you prefer to hear advice rather than stories?

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



How many years have you attended Mohawk College? (Include this year.)

- One
- Two
- Three
- Four
- Five or more

Are you a full-time or part-time student at Mohawk College?

- Full-time
- Part-time

What is your current college grade point average (GPA) overall? Or from the most recent semester?

- 90–100%
- 80–89%
- 70–79%
- 60–69%
- 50–59%
- 0–49%
- Not applicable / I do not yet have a college GPA

Have you ever been placed on academic probation at Mohawk College or another college/university?

- Yes
- No

Have you ever had any experiences, since becoming a college student, that put you at risk of being placed on academic probation or otherwise not meeting academic expectations?

Yes

No

If yes, please briefly explain.

Do you have any close friends who have ever been placed on probation (or the equivalent) in college?

Yes

No

In what year were you born?

2012

2011

2010

2009

2008

2007

2006

2005

2004

2003

2002

2001

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1918

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1916

1915

1914

1913

1912

1911

1910

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

With which racial/ethnic group(s) do you identify? Please select all that apply.

- Indigenous/Aboriginal person of North America
- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
- Southeast Asian (e.g., Filipino, Vietnamese, Indonesian)
- South Asian (e.g., Pakistani, Indian, Nepalese, Sri Lankan)
- Other Asian
- Mexican Canadian/Mexican American/Chicano
- Puerto Rican
- Central American
- Other Hispanic or Latino
- African Canadian/African American/Black



- African
- Caribbean
- Other Black
- European/European Canadian/European American
- Middle Eastern/Middle Eastern Canadian/Middle Eastern American
- Other White
- Native Hawaiian or Other Pacific Islander
- Other (Please specify) \_\_\_\_\_
- 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
- I prefer not to respond

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

- Yes
- No
- I prefer not to respond

What is the highest level of education completed by your parent(s) or guardian(s)?

(If parents or guardians have different levels of education, please answer with regard to the one who has completed the most education.)

- Grade school
- High school
- Some college
- Technical or associate degree
- Bachelor degree
- Graduate degree
- Not applicable
- I don't know

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

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

Disability is defined here as having a physical or mental impairment or medical condition that substantially limits a major life activity, or having a history or record of such an impairment or medical condition. Please check the boxes below that apply.

- Yes, I have a physical disability (e.g., mobility impairment, use of wheelchair or other assistive device)
- Yes, I have a sensory disability (e.g., blindness, deafness)
- Yes, I have had an experience with mental illness (e.g., major depression, bipolar disorder)
- Yes, I have a learning disability (e.g., dyslexia, dyscalculia)
- Yes, I have a neurodevelopmental disability (e.g., ADD/ADHD)

- Yes, I have a medical condition that substantially limits a major life activity (e.g., diabetes, epilepsy, HIV/AIDS)
- No, I don't have a disability
- I'd rather not say

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

- English only
- French only
- Spanish only
- English & French (bilingual home)
- English & Spanish (bilingual home)
- English & another language (bilingual home)
- Another language (not English nor French nor Spanish)

Are you an international student?

- Yes
- No

If you were born in Canada please select "I have lived in Canada all my life and I was born in Canada" to this question.

Otherwise, how long have you lived in Canada? (in years)

- < 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years
- 11 years
- 12 years
- 13 years
- 14 years
- 15 years
- 16 years
- 17 years
- 18 years

- 19 years
- 20 years
- 21 years
- 22 years
- 23 years
- 24 years
- 25 years
- 26 years
- 27 years
- 28 years
- 29 years
- 30+ years
- I have lived in Canada all my life and I was born in Canada.

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

- Yes
- No
- I prefer not to respond

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/or 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

If there is anything you'd like to share with the research team about our study (including any technical difficulties you encountered or anything else), please write it in the box.

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Higher Education  
Quality Council  
of Ontario

An agency of the Government of Ontario