CAMPUS ADMINISTRATIVE POLICY JUSTIFICATION

Policy Title:  Academic Probation and Suspension for Undergraduates
Policy Number:  7016  Functional Area:  Student Affairs

Date Submitted:  August 26, 2019
Proposed Action:  Approve Update
Brief Description:  This policy pertains to academic standing for undergraduate students. It specifically refers to when a student’s cumulative CU GPA falls below a 2.0, at which point they are no longer considered to be in academic good standing. It details the three levels that these Students can be placed into and more importantly, describes the resources and processes to help these students get back into good academic standing.

Desired Effective Date:  January 1, 2020
Responsible University Officer:  Provost and Executive Vice Chancellor for Academic and Student Affairs
Vice Provost and Senior Vice Chancellor for Student Success
Responsible Office:  Executive Director | Academic Advising
Policy Contact:  Nimol Hen
Last Reviewed/Updated:  January 1, 2012
Applies to:  University of Colorado Denver

Reason for Policy:  The University of Colorado Denver has a long-standing practice of working with students who go on academic probation (CU GPA < 2.0). This policy outlines four levels of probation and consequences to students who fall into poor academic standing. More importantly, it identifies the resources and processes that are designed to help a student get back into good academic standing.

I.  REASON FOR PROPOSED ACTION

In a review of the fall 2014, of the 1,363 first-time students (full and part time), 337 (25%) posted GPAs below 2.0 in their first term. Of these students, 101 (30%) never returned to CU Denver. A study of the fall 2015 through fall 2017 cohorts first-time students yielded similar findings. As this policy is up for review, there is agreement that the current resources and processes could be
improved. Thus, this policy update proposes many updates for our students going forward. The proposed revisions to this policy aim to 1) improve the overall student experience with academic standing, specifically academic probation, 2) allow students on restricted academic probation to enroll up to 13 credit hours per semester, and 3) improve the retention of success of these students.

Under existing policy, students on Academic Probation are required to complete the Academic Success Plan (ASP) during their first semester on Academic Probation. This paper-driven process not only requires students to meet with their advisors but also forces them to seek out signatures from campus resources so they can register for the upcoming semester. Additionally, under the current policy, students who go on Restricted Academic Probation are precluded from enrolling full time. This stipulation has rendered some of our most diverse students at a distinct disadvantage. For example, students required to be enrolled full time (defined as 12 credits) - as stipulated by their visa, scholarship, or veteran’s benefits requirements - are unable to do so if they are on Restricted Academic Probation. The dramatic attrition of students on academic probation points to potential barriers in our internal processes relevant to our current practices around academic standing. The revisions contained herein seek to remedy these obstacles.

The amended policy removes the contractual ASP from the academic probation process and instead requires students to complete an accessible and more robust online module. The module was developed with student development and learning in mind, and aims to help students attain higher levels of academic success and deeper personal growth. It will aid students in preparing a concrete action plan that they must submit to their academic advisors. It will also increase awareness around newer university policies, such as campus policy 7037, Grade Forgiveness, that may help them improve their GPAs and effectively enhance their learning, and connect them with the many resources available to them on campus. Implementation of an online module will also improve the business practices for the academic units and centralized offices to better track and support students on academic probation. The overarching goal of these changes is to increase retention, persistence, and graduation of these students.

II. STAKEHOLDER ENGAGEMENT IN THE POLICY REVIEW

Provost (TBD)
Vice Provost and Senior Vice Chancellor for Student Success (L. Bowman, TBD)
Legal (TBD)
Executive Director | Academic Advising (N. Hen, Ongoing involvement)
Associate Deans (TBD)
Registrar (A. Diekhoff, 2-25-20)
Associate Vice Chancellor for Academic Operations (N. Viveiros, TBD)
Dean of Students (B. Bohl, TBD)
Undergraduate Advising Leads Council (TBD)
Faculty Assembly CU Denver (TBD)
School of Public Affairs Advising (N. Scanlon, 2-21-20)
Center for Undergraduate Exploration & Advising (J. Patsey, 2-24-20)
III. LEGAL REVIEW

A. Do you think legal review would be required for these proposed changes?

Yes

1. If no, please explain. Policy is not being reviewed—Fill in rationale.

2. If yes, what is your plan to get the legal review? Will ask the Legal EA to assign an attorney to review.

3. Date legal review completed: XX/XX/XXXX

4. Person completing legal review: TBD

IV. FISCAL REVIEW: Are there any financial (human resources, technology, operations, training, etc.) or other resource impacts of implementing this policy (e.g., cost savings, start-up costs, additional time for faculty or staff, new systems, or software)?  No

If yes, please explain: