



Campus Administrative Policy

Policy Title: Academic ~~Probation and Suspension~~ Standing for Undergraduates

Policy Number: 7016 Functional Area: Student Affairs

Effective: August 1, 2020 (Pending)
Date Last Amended/Reviewed: ~~January 1, 2012~~ August 23, 2019
Date Scheduled for Review: ~~July 1, 2027~~ 6(Pending)
Supersedes: Academic Probation and Suspension for Undergraduates; (January 1, 2012)

Approved by: ~~Chancellor~~ Dorothy A. Horrell
Chancellor, University of Colorado Denver, CU Denver

Prepared by: Undergraduate Working Group Executive Director |

Academic Advising

Reviewing Office: Provost and Executive Vice Chancellor for Academic and Student Affairs

Responsible Officer: Interim Vice Provost and Senior Executive Vice Chancellor for ~~Academic and Student~~ Access and Achievement Affairs

Applies to: CU Denver University of Colorado Denver

A. INTRODUCTION

The ~~CU Denver Campus of the~~ University of Colorado Denver (CU Denver) has a long-standing practice of working with students who go on academic probation. Academic Warning (formerly referred to as ‘Academic Probation’) ~~probation~~ is an academic standing status which indicates a warning to students that they are not yet progressing toward completion of their degree in a satisfactory manner. Students are placed on ~~Academic Warning~~ probation when their cumulative CU GPA falls below a 2.0 at the end of any academic term. Many of our undergraduate students are impacted by this policy. In a review of ~~the~~ Fall 2014 probation/suspension data, 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 2011 – 2017 ~~Fall 2020~~ first-time students yielded similar findings. -

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, ~~a student on s on Academic Probation Probation is are~~ required to complete the ~~Academic Success Plan Plan~~ (ASPP) ~~packet~~ during the ~~is~~ first semester ~~on Academic where their cumulative GPA is below 2.0 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 ~~restricted to enrolling in no more than seven credit hours 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 ~~type~~, scholarship, or veteran's benefits requirements - are unable to do so if they are on Restricted Academic Probation. ~~Moreover, research of CU Denver's 11 peer and 4 "non-peer" institutions revealed that CU Denver was alone in this restriction as all of the other 15 institutions either had no limit or used 13 credit hours as the limit.~~ 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 revisions to this policy aim to 1) improve the overall student experience with academic standing when their cumulative falls below 2.0, specifically academic probation, 2) allow students on restricted academic probation to Academic Supervision (currently referred to as 'Restricted Academic Probation') to enroll in up to 13 credit hours per semester, and 3) improve retention, persistence, and graduation success of these students.~~

~~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.~~

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 ~~move~~ students attain higher levels of academic success and deeper personal growth ~~(-sSee Appendix A)~~. 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 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. ~~It will also increase awareness around newer university policies, such as Campus Policy 7037, Grade Forgiveness, which may help them improve their GPAs. The details of this module are described in Section D.1 of this document.~~ 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 warning~~probation~~. The overarching goal of these changes is to increase retention, persistence, and graduation of these students.

B. POLICY STATEMENT

~~This proposed update to the policy establishes~~ maintains ~~three~~ four ~~three~~ levels of student status academic standing ~~standing~~—good standing, probation, and suspension—~~that~~ which, which are consistent with current and past practices. This updatee updated policy proposes changes to the terminology for three of the four levels of academic standing. Within the colleges, students are classified as being either ~~on~~ academic warning, academic probation or supervision, or academic suspension~~restricted probation~~. These two levels of probation: 1) allow for a student to have an additional semester of probation before automatically being suspended; and 2) allow the a newly created online module and academic advising to serve as vehicles for supporting students in their return to good standing.

Academic Probation~~Academic Alert~~Academic Probation~~Warning~~

1. Student's cumulative CU GPA (grade point average) falls below 2.000. ~~(Individual colleges and schools may trigger probation if GPA in the major falls below 2.00.)~~
2. Student notified via university e-mail ~~and regular postal mail~~ of status
3. Student ~~is~~ must complete Academic Support ~~teeess~~ Module (online tool described in Section D.1)
4. ~~Advisor Registrar's office places service indicator advising hold on student's registration (via batch update process) each semester~~
5. ~~4.~~ Once cumulative GPA reaches 2.000 or better, student is considered in good standing, ~~and advising service indicators are no longer placed on student's registration~~

Restricted Academic Probation~~Academic Supervision~~

1. If student is unable to achieve a 2.00~~300~~ semester GPA or better while on academic warning~~probation~~ in any given semester, student is placed on "restricted probation~~Restricted Academic Supervision~~Probation~~Academic Warning~~" and notified via university e-mail
2. Student is restricted to a maximum course load of 13 credits in subsequent semesters until their cumulative GPA is at or above 2.000
3. ~~Students on restricted academic probation~~supervision~~ie alert are required to~~ must meet with their academic advisor each and every semester before registering for classes. This is enforced through a service indicator
4. ~~Advisor Registrar's office places service indicator advising hold on student's registration (via batch update process) each semester~~
5. ~~Once cumulative GPA reaches 2.000 or better, student is considered in good standing, and advising service indicators are no longer placed on student's registration~~

Academic Suspension

1. Students on ~~Restricted~~ Academic ~~Supervision Probation~~ who do not meet the 2.0200 minimum semester GPA will be placed on Academic Suspension
2. A student's Academic Suspension status is permanently indicated on their official University of Colorado transcript
3. The minimum duration of Academic Suspension is for a period of one year (three semesters, including summer term)
4. Students placed on Academic Suspension will be unable to take courses from any CU campus during this time
5. Should a student be placed on Academic Suspension while registered for the next semester, they will be administratively dropped from their courses
- ~~6. Students who choose to attend another institution while on Academic Suspension can take as many or as few credits as they choose, but must earn a 2.75 cumulative GPA in all transferable course work if planning to return to CU Denver. Students should consult the academic advisor of their intended major to discuss appropriate course selection.~~
- ~~7.6.~~ After the one-year suspension period has elapsed, students must petition the appellate committee (of the school or college they wish to enter) for readmission, and meet and document at least one of the following criteria:
 - a. Attendance at another regionally accredited college/university where they earned a minimum cumulative GPA of 2.750 in transferable credit.
 - b. Explanation of their previous academic difficulty, demonstration of what has changed, and how readmission will allow them to now achieve and maintain gGood aAcademic sStanding
- ~~8.7.~~ If a student is granted readmission and their CU GPA is below a 2.000, they will be readmitted on ~~Restricted~~ Academic ~~Supervision Probation~~. These students must meet the minimum ~~condition term GPA requirement for of~~ ~~Restricted~~ Academic ~~Supervision Probation~~ every semester until their cumulative CU GPA is at least a 2.000.

~~C. PROCEDURES~~

~~Academic probation Probation Alert entails:~~

~~1. Student Completes AAppointment with student's academic advisor/advising unit, Academic Support Module (ASM)~~

~~The ASM will be housed in Canvas, which students can access through their student portal, UCDAccess.~~

~~The goals of the ASM are to improve retention and graduation of students on probation by a) introducing them to valuable campus resources, b) informing them of campus policies such as Grade Forgiveness, and c) establishing a supportive relationship with their assigned academic advisor as well as the executive director of academic advising. The module can be completed in roughly one hour or less.~~

~~During second appointment, student and advisor review packet, talk about options and reso~~
~~The ASM Advisor refers student to Financial Aid and/or the Office of International Affairs Student & Scholar Services, as applicable, to discuss ramifications of academic probation.~~

~~Student is unable to register for term until the packet is completed and student has met with advisor. Upon completion of the ASM, student is able to register as usual through their student portal.~~

Three Major Components of the ASM

~~A self-reflection exercise that allows students to honestly identify personal or other challenges that may have contributed to their academic status~~

~~a) Identification of Refecampus resources that they will reach out to for additional support~~

~~1. Discuss campus resources that may aid in promoting your future academic success~~

~~Inquire into the details of Resource's operation and mission.~~

~~2. Explore connection between Resource services and your needs/interests~~

~~b) The development of a personalized action plan for getting back on good academic standing~~

~~Action Plan to include:~~

~~a) Outline of next step activities, relevant campus resources to seek out, and related timeline/deadline~~

~~b) Identify methods for measuring the outcomes~~

~~c) Date for follow up appointment with advisor, as appropriate~~

~~d) Plans can be submitted in written, audio or video form and are submitted through the ASM~~

2. Upon submission of Action Plan, a student's assigned advisor will

~~a) Utilize common rubric to assess students' actions plans and conduct thoughtful review~~

~~b) Submit feedback to student's Action Plan. Advisor feedback can be in written, video or audio form.~~

~~c) Advisors must review students' action plans and offer submit their feedback and assessment of plans within either 2-3 weeks from the time of student submission, occurred or 3 weeks of a common deadline for all students, by semester.~~

~~Advisors will utilize common grading scoring metric to grade students' action plans to determine whether they have met the requirement or if their plan is still developing. If the latter,~~

~~advisor will state what is missing from the plan and encourage student to address the issue(s) prior to resubmitting their plan.~~

~~_____ Advisor gives student Academic Success packet.~~

~~_____ Student must complete packet and make second appointment with academic advisor.~~

~~Student has five attendance semesters or 30 hours to improve cumulative CU GPA to~~

~~e) _____ If student fails to achieve 2.0300 or better while on academic probation in any given semester, student is placed on “restricted probation Academic Warning” and notified via university e-mail.~~

~~During student’s first meeting with an advisor on academic alert, the meeting will be guided by the attached handout (Academic Alert Advisor Meeting).~~

~~Major components include:~~

~~_____ Review of the academic standing policy.~~

~~_____ Discussion of what contributed to student’s academic performance.~~

~~_____ Referral to campus resources.~~

~~Discussion and/or development of student’s action plan.~~

~~D. ACADEMIC PERFORMANCE-RELATED PROCEDURES~~

~~Early Alert (program to identify students’ academic difficulties early in the semester)~~

~~1. _____ Student’s faculty member notifies academic advising units or of academic difficulties via Early Alert Progress Reports and Alerts in the Navigate system.~~

~~2. _____ Academic advisor Navigate issues automated emails to notify students of their Early Alert(s) and encourages student to make an appointment with their assigned advising units.~~

~~3. _____ Students encouraged to “meet” with their advisors either face to face, online, or by phone, email, or Zoom to discuss the alert, possible ramifications (such as restricted academic probation), and campus resources.~~

~~4. _____ No restrictions on enrollment or class load at this time~~

Notes

1. Dates of official enactment and amendments:

August 15, 2010: Adopted / Approved by the Provost

January 1, 2011: Amended

January 1, 2012: Amended

February 1, 2019: Modified

2. History:

January 1, 2011: Added definition of “Early Alert” and of “flag” on student record.

February 1, 2019: Modified to reflect a Campus-wide effort to recast and revitalize various campus policy sites into a standardized and more coherent set of chaptered policy statements organized around the several operational divisions of the university.

3. Initial Policy Effective Date: August 15, 2010
4. Cross References/Appendix:
 - Appendix A, Academic Support Module

Draft Version as of April 2020

APPENDIX A: SUPPLEMENTAL MATERIAL
Online Academic ~~Success~~ Support Module

Outcomes

- Empower students through self-guided strength-based reflection and informational modules that align with the academic standing policy
- Connect student with targeted university resources
- Increase retention and graduation rates through an accessible and educational course
- Prevent progression towards suspension with a required intervention process

Outline of ~~Tentative~~ Canvas Course

- I. ~~Module 1~~ Introduction to Online Module
- a. Short video to welcome students to the module –message from the Executive Director of Academic Advising and advising representative from student’s school/college/advising unit.
 - b. Positive and informative message defining probation and the course
- II. ~~Section 1~~ Module 12- Reflection of difficult Situation Self-Reflection Exercise
- ~~e.a.~~ Complete self-reflection exercise and submit responses (written, audio or voice)
 - ~~d.b.~~ Goal-Identifying obstacles and hardships contributing to academic performance
 - i. Identifying obstacles that are self-selected by a series of questions ~~check list~~
 - ~~1.~~ Obstacles/problems are paired with resources on the back end
 - ~~2.1.~~ Possibly a resource notification process that alerts outreach from specific resources
- III. ~~Section~~ Module 23- Goal Setting and Identifying Strengths Review of Campus Resources
- a. Resources are grouped by resource type and hyperlinked to respective websites
 - ~~e.a.~~ Goal Students will create an action plan utilizing SMART goals
 - ~~i.~~ **S – Specific:** Make your goal as specific as possible
~~Example: I will have a 2.5 cumulative GPA~~
 - M – Measurable:** Be sure that your goal is measurable
~~Example: I will be able to measure whether or not I have achieved my desired GPA at the end of the semester.~~
 - A – Attainable:** Set goals that you can achieve
~~Example: I have done the math and know that a 2.5 cumulative GPA by the end of the semester is possible.~~
 - R – Realistic:** Set goals that are realistic
~~Example: I can achieve a 2.5 cumulative GPA if I earn 4 Bs and 1 C this semester.~~
 - T – Timely:** Establish a timeline for reaching your goal
~~Example: I can achieve my goal by the end of the semester~~
- IV. ~~Section 3~~ Module 4- Campus Policy 7037, Grade Forgiveness & grade point average review
- V. ~~Section 4~~ Build and Submit an Action Plan Campus Policy 7037, Grade Forgiveness & grade point average review

- a. Goal-Students will create an action plan utilizing SMART goals
- i. **S - Specific:** Make your goal as specific as possible
Example: I will have a 2.5 cumulative GPA
 - M - Measureable/Measurable:** Be sure that your goal is measurable
Example: I will be able to measure whether or not I have achieved my desired GPA at the end of the semester.
 - A - Attainable:** Set goals that you can achieve
Example: I have done the math and know that a 2.5 cumulative GPA by the end of the semester is possible.
 - R - Realistic:** Set goals that are realistic
Example: I can achieve a 2.5 cumulative GPA if I earn 4 Bs and 1 C this semester.
 - T - Timely:** Establish a timeline for reaching your goal
Example: I can achieve my goal by the end of the semester

- H. Module 5 Conclusion
- a. Submit short write-up, video or audio response through Canvas course
 - b. Summary response
 - i.
 - ii. Action Plan that also
 - iii. i. mention two campus resources that you will reach out to

Additional Information

- Modules are intended to be short and timely
- Videos may have the capabilities to include subtitles and/or captions

C. PROCEDURES

Academic Warning entails:

1. Student Completes Academic Support Module (ASM)

The ASM will be housed in Canvas, where students can access through their student portal, UCDAccess. The goals of the ASM are to improve retention and graduation of students on probation by a) introducing them to valuable campus resources, b) informing them of campus policies such as Grade Forgiveness, and c) establishing a supportive relationship with their assigned academic advisor as well as the Executive Director of Academic Advising. The module can be completed in roughly one hour or less.

The ASM refers student to the office of Financial Aid & Scholarship and/or the Office of International Student & Scholar Services, as applicable, to discuss ramifications of academic probation. Upon completion of the ASM, student is able to register as usual through their student portal.

Three Major Components of the ASM

- a) A self-reflection exercise that allows students to honestly identify personal or other challenges that may have contributed

- to their academic status
- b) Identification of campus resources that they will reach out to for additional support
 - 1. Discuss campus resources that may aid in promoting your future academic success
 - 2. Inquire into the details of Resource's operation and mission.
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 - c) The development of a personalized action plan for getting back on good academic standing
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- e) Advisors will utilize common scoring metric to review students' action plans to determine whether they have met the requirement or if their plan is still developing. If the latter, advisor will state what is missing from the plan and encourage student to address the issue(s) prior to resubmitting their plan.

APPENDIX B: ADDITIONAL PROCEDURES

The following process steps are completed as indicated for the different levels:

Academic Warning:

1. Registrar's office places service indicator on student's registration (via batch update process) each semester
2. Once cumulative GPA reaches 2.000 or better, student is considered in good standing, and advising service indicators are no longer placed on student's registration

Academic Supervision

1. Students meeting with their academic advisor each semester is enforced ~~This is enforced~~ through a service indicator
2. Registrar's office places service indicator on student's registration (via batch update process) each semester
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D. ACADEMIC PERFORMANCE-RELATED PROCEDURES

Early Alert (program to identify students' academic difficulties early in the semester)

1. Student's faculty member notifies academic advising units of academic difficulties via Progress Reports and Alerts in the Navigate system.
2. Navigate issues automated emails to notify students of their Early Alert(s) and encourages student to make an appointment with their assigned advising units.
3. Students encouraged to meet with their advisors either face-to-face, online, or by phone, email, or Zoom to discuss the alert, possible ramifications (such as restricted academic probation), and campus resources.
4. No restrictions on enrollment or class load at this time