1-1-2018

DOC 2018-05 Updated Policy on Academic Standing

University of Dayton. Student Success and Persistence Team

DOC 2018-05

TITLE: Updated Policy on Academic Standing

SUBMITTED BY: Student Success and Persistence Team

DATE: April 20, 2018

ACTION: Legislative Authority

REFERENCE: A.C. DOC. 62-30

Introduction: The Student Success and Persistence Team has examined our current policy on undergraduate academic standing, best practices for academic standing, and what peer institutions are doing and is recommending that good academic standing be set at a 2.0 for all students and eliminating the current sliding scale. All of the documents that have informed this discussion are included in the appendices. 1) The Academic Council document in which the current policy was passed 2) EAB blog post from 2014 that raised the idea that "Students below a 2.0 GPA almost never recover, despite our considerable efforts." 3) An EAB daily briefing that summarizes a study from the University of Illinois that indicates the first-semester GPA is the best predictor of underrepresented students' success AND that "Waiting until a student hits a 2.0 SPA of lower may be too late." 4. An infographic from the EAB's academic policy audit document that highlights best practices for students on academic probation 5) A table from the Office of Institutional Research that demonstrates that the theory that students who fall below a 2.0 drop out at a high rate holds true for UD students who earned less than a 2.0 in their first term. 6) A table that summarizes the gpa requirements for good standing at our peer institutions

Revised policy:

Academic Standing

The student's academic standing is determined by the cumulative grade-point average at the end of each term.

1. To be in good academic standing, a student must have a cumulative grade-point average at least 2.0 at the end of the first and succeeding terms. For part-time and transfer students, a block of 12 semester hours of credit is considered one term. A cumulative grade-point average of at least 2.0 is required for graduation. A 2.0 grade-point average in a student's major and minor is also required for graduation.
2. A cumulative grade-point average below 2.0 will place the student on academic probation. The student's academic dean will notify the student of his or her probationary status. A student on probation must follow a restricted academic program not to exceed 16 semester hours.
3. It is the responsibility of any student on academic probation to complete a contract with the dean for the purpose of determining the nature and limitations of the student's future academic and extracurricular activities.
4. Students whose academic performance has seriously impaired their ability to succeed academically at the University of Dayton are subject to dismissal. A student who is subject to academic dismissal can be dismissed only by his or her academic dean, who authorizes the dismissal and notifies the student of his or her status. Students who are subject to dismissal include (a) those who fail to achieve good standing at the end of a term on probation and (b) those who have a term point average of less than 1.0, regardless of cumulative grade-point average.
5. The Registrar will post "Academic Dismissal" on the permanent record of any student who is dismissed.

Original policy:

Academic Standing DOC #62-30

1. To be in good standing a student must have a cumulative point average of (a) at least 1.7 at the end of his first and second semesters, (b) at least 1.8 at the end of his third semester, (c) at least 1.9 at the end of his fourth semesters, and (d) at least 2.0 at the end of his fifth and succeeding semesters. A cumulative point average of at least 2.0 is required for graduation.
2. A student on probation must follow a restricted program as follows:
    a. His course load shall be reduced to 15 semester hours or less
    b. Although he may retain membership in extra-curricular organizations, he shall not take part as a performer, an officer, or active participant in any extra-curricular activity or any inter-collegiate meeting, conference, or athletic event.
3. To remove probation a student must earn grades sufficiently high to attain the required cumulative point average. If he fails to do so he will be dismissed from the school or college in which he is enrolled.

March 7, 2018

Dear Dr. Valenzano:

The Student Success and Persistence Team (SSPT) is requesting that the Senate take action on the academic standing policy. This policy has not ever been reviewed by the Academic Senate. The current policy was implemented by the Academic Council in 1962. We are requesting this change based on a change in how academic probation is viewed at the University of Dayton. The original policy gradually increased the minimum grade point average required for students to be in good academic standing. This approach makes sense when academic probation is primarily viewed as punitive. From that perspective, it's better to start with a lower expectation and allow students time to adjust to college before placing them on probation. Currently, we view academic probation primarily as a means to connect students with resources that support academic success. The changes that we are proposing will allow us to better serve our students, will align us with more of our peer institutions, and are in keeping with best practices.

Please note that the SSPT includes representation from the provost's office, each dean's office, Office of Multicultural Affairs, Center for International Programs, financial aid, Office of Learning Resources, student affairs, and institutional research. The members include Deb Bickford, Aaron Witherspoon, Amy Anderson, Catherine Mix, Cari Wallace, Beth Harrison, Jennifer Creech, Kathy Webb, Randy Sparks, Mary Lou Andrews, Patty Alvarez (she was part of these discussions and this recommendation), Becki Lawhorn, Daria Graham, Susan Sexton, and Scott Segalewitz.

I am enclosing our proposal, supporting documents, and letters of support from the Deans Kelly, Mittelstaedt, Pierce, and Rojas have been requested.

On behalf of the Student Success and Persistence Team,

Danielle M Poe
Associate Dean for Curriculum and Academic Outcomes
College of Arts and Sciences

UNIVERSITY OF DAYTON (31)
DAYT ON, OHIO

ACADEMIC COUNCIL
MINUTES

The ninth meeting of the Academic Council for the 1962-1963 year was held on Thursday, November 15, 1962, 9:00 a. m. at University Hall. An all-day session was planned.

PRESENT: Fr. Elbert, Bro. Faerber (until noon), Dr. Graney, Mr. Hoben, Bro. Mann, Prof. Metz, Mr. Steinbruegge, Fr. Stanley, presiding.

A3SENT: Bro. Nartker

MINUTES: Minutes of the November 5 meeting were read, amended and approved.

S:JJJ -COLLEGE COURSES: Discussion arose concerning remedial mathematics and its relation to student load. The specific question was whether a student could register for a college level mathematics course and remedial mathematics concurrently. Dr. Graney was all for relegating remedial mathematics to a quasi-tutorial status. It might be required but it would be over and above the normal student load. Perhaps an 8-week session would be sufficient. Fr. Stanley felt that if we require remedial mathematics of a student we must allow some adjustment of student load. Bro. Mann suggested that we confer with the Department of Mathematics and Fr. Stanley agreed to appoint an ad hoc committee for this purpose.

ACADEMIC CALENDAR: The Council came to grips with the chief item on the agenda, the proposed split third term plan. By way of introduction, Fr. Stanley outlined some alterations from the plan as originally presented:

1) The suggested maximum of 17 hours is not a rigid limitation. The purpose is to permit only five courses. If these, plus required Military Science or Physical Education, should exceed 17 hours, that would be allowed. Moreover, upperclassmen could be allowed to carry heavier loads in phasing out present programs. The only restriction is that exceptions be cleared with the Dean of the University.

BUSINESS ADMINISTRATION

A. C. DOC. #62-34 Additions:

ACC 207 Principles of Accounting	3 er. hrs.
ACC 208 Principles of Accounting	3 er. hrs.
ACC 209 Principles of Automated Accounting	3 er. hrs.
ACC 305 Intermediate Accounting I	3 er. hrs.
ACC 306 Intermediate Accounting II	3 er. hrs.
ECO 301 Corporation Finance	3 er. hrs.
ECO 326 Labor Relations	3 er, hrs.
ECO 435 Economic Seminar	3 er. hrs.

Deletions:

ACC205-6 Principles of Accounting
ACC 307 Accounting Theory and Practice
ACC402 Auditing
ACC 412 C. P.A. Problems
BUS 301 Corporation Finance
BUS 421 Theory of Organization
ECO 425 Economics Seminar

Changes in the statement of some prerequisites

The document was approved with clarifying modifications.

POLITICAL SCIENCE

A. C. DOC. #62-17a Addition: POL 406 Geography in International Relations 3 er. hrs.

Thedocument was approved without objection.

ACADEMIC STANDING:

The Faculty Forum made some recommendations regarding Academic Standing which were embodied in A. C. Doc. #62-30. In considering the proposal the Council favored a few modifications:

1. To be in good standing a student must have a cumulative point aver.age of (a) at least L 7 at the end of his first and second semesters, (b) at least 1. 8 at the end of his third semester, (c) at least l. 9 at the end of his fourth semester, and (d) at least 2. 0 at the end of his fifth and succeeding semesters. A cumulative point average of at least 2. 0 is required for graduation.

2. A student on probation must follow ar e s t r i c t ed ·.program as follows:

   (c) His course load shall be reduced to 15 semester hours or less•..
   (d) Although he may retain membership in extra-curricular organizations, he shall not take part as a performer, an officer, or active participant in any extra-curricular activity or any inter-collegiate meeting, conference, or athletic event.

3. To remove probation a student must earn grades sufficiently high to attain the required cumulative point average. If he fails to do so he will be dismissed from the school or college in which he is enrolled. ••

The discussion brought one opinion recommending no reduction of load after probation. But the contrary view prevailed, viz. , the forced reduction of load in itself is a stimulas to avoid probation.

The student placed on probation has the right to appeal. His probation may be extended by his Academic Dean. In the event of transferring to another school or college of the University, the student will take his case to the new Academic Dean.

The document as recorded was submitted to vote (motion by Mann-Metz) and received unanimous approval.

NEW COURSES COURSE CHANGES: A. C. Doc. #62-29 presented to the Council for adoption some regulations to govern the introduction of new courses and changes in existing courses. The members suggested a few alterations in the wording of the document:

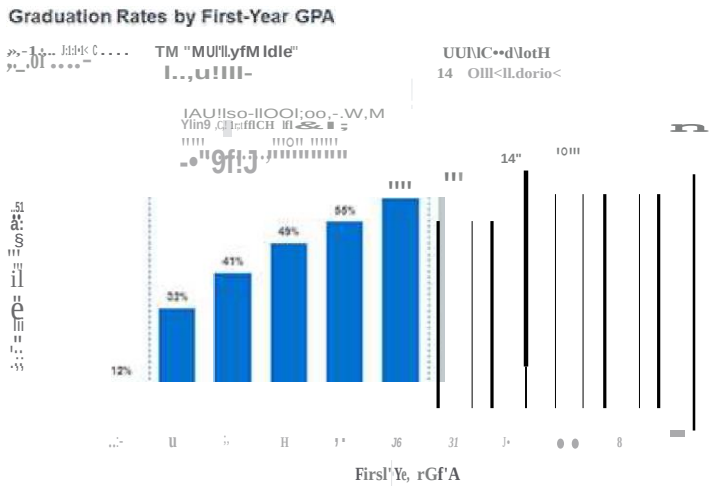
1. ".•• The Dean of this School or College shall report the matter to the Academic Council for final action and inclusion in the catalog.•. [11]

4. ".•. Any substantial change in the content of a course must be approved in the same manner as a new course, and it must be assigned a new number, title and course description•.• [11]

What can we learn from first-ye GPA?

12 :0 0 AM on April 23. 2014 by **Ed Veni1**

It' s no sur p rise that graduation rates cor relate w ith grade per fo rm anc e _ However. few of our members are using this reliable graduatton fnd icato r to target adv is in g efforts and success inrti atives . The chart below illus trat es gra d uat io n rates, broken down by first year GPA from one of our members (a p ub lic flagship in the Midw est)_



We've analyzed this same chart at dozens of scho o ls and found that, wh[le graduation rates diff er, the same "hoc key stick" patt ern emerges regardless of instit u t io n al type or selec tiv ity _Fro m th is analys is. we've developed three insigh ts we hope will inform your efforts_

1. Any first year student below a 3.0 GPA should be cO'nsidered at-risk

Most institu tio ns do not consider students at - risk until they're in danger of ac ad em ic probation_ Yet, in our analyses, we a lm o s always see a drop in graduat io n rates tor these so - c alled "Murky Mid dle" st u de n ts who earn just below a B average_

2. Growing evidence suggests that the murky middle represents a high ROI opportunity

Evaluate the strength of your advising program

The difference in two- tenths o f GPA (the equival ent of im pro ving ju st two lett er grades for a fu ll - tim e first year stu den t) correlates with a grad uat io n rate increase of as much as 10 %_This may not be mere correlatio n a gro w in g body of evidence shared by m em bers indicates that targ.eting support to the "Murky Middle" re turn s m ean in gful grad uatio n gains down th eroad_

3. Students below a 2.0 GPA almost never recover, despite our considerable effarts

A lio n 's share of academ ic su pp o r t is already dedicated to the students at t he far left of the chart At most sch o o ls, however, just 10-15% o f those students will rig h t he sh ip and make it to gradu at io n _

https://www.eab.com/blogs/student-success-insights/2014/04/what-can-we-learn-from-first-year-gpa

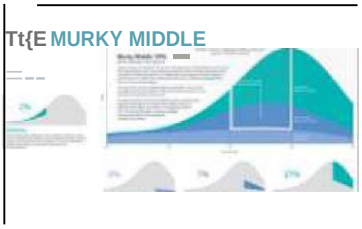
Stu dy: First-semester GPA is the best predictor of performance

Researcher says a studenfs first set of grades is the ·pro verbial canary in th e coal mine·

8:56 AM - Feb ruary 4, 2016

First - sem ester GPA not race. entrance exam scores, or socioeco no mic status. is the best predictor of underr epresented students· success, according to a new study from the **Universit y *ot* IUinois** (U of I)_

For six years, researchers tracked the degree status and academic achievements of about 1,900 U of I students who enrolled as freshmen in 2005 or 2006_ The cohort included acial and geographical minor ities, lo w - in com e students. and graduates of under-resourced hlgh schools_



In fographic: Understanding students in the 'mur ky middle'

The study found that students who graduated w ith in six years earned, on averag e, first semester GPAs o f 2-84 - m uch higher than the 2_20 GPA average for those who did not co mplete the ir degrees on tim e_Research ers concluded that freshmen with GPAs be lo w 2_34 after their first semester were hal f as like ly to graduate as the ir peers with GPAs of 3_68 and above_

"First - sem ester GPA is the proverbial canary in the coal mine," says lead researcher Susan Gershenfeld .

Federal and in st it u tion student aid policies requ ire student s to earn at least a 2_0 c u m ul ative GPA Those who drop below hat go on academ ic probatio n. which gives them access to · utor in g, mentoring, and advisi ng servic es _

"Students who are above that 2_0 cu to ff , bu below 2.33, are at significant risk of not gradu at i ng, " Gershen fe ld says_ "Waiting until a student hits a 2 O GPA or lower may be too late.·

See all of our resources on student retention and suc cess

She argues that freshmen with first-semester GPAs up to 253 should be targeted witl1support services.

Yet in the past 30 years. educators have done little to update support services. says study co-au tho r Denice Ward Hood_ Generally, adv iso rs tell students not to fret too much over grades. unless they stru ggle to improve tt-1eir marks in the second hal f of the year. They urge students to balance sc he dules w i th easy and difficult classes.

"There are some things that suggest that we need to re- exam ine what we're do ing and learn what's really going on with these students so we can personalize or arget our in erven tio ns Maybe what we're giv ing them is a handful of forks when what they really need is a spo o n : Ward Hood says_

Next up, researches need to id ent ify what exactly is hurting these students· grades, she says (***University of Illinois at Urbana -Champaign' Phys_0 rg***, 2/2;" **Quick Takes.**· *Inside Higher Ed . 213)_*

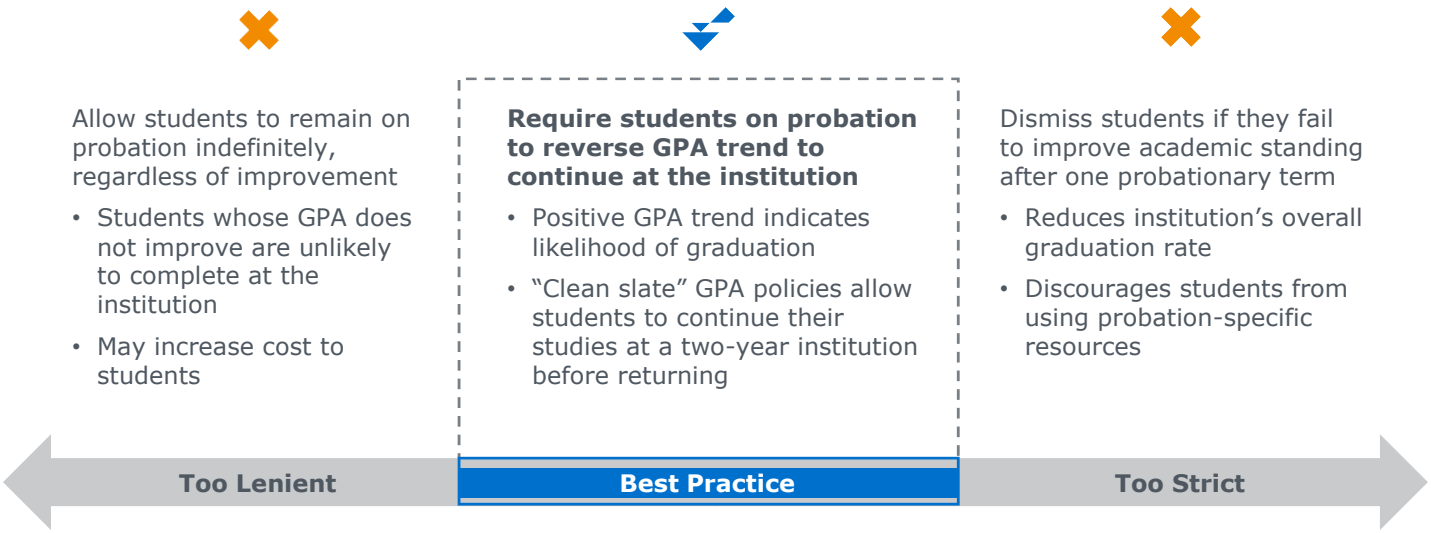
Academic Probation and Dismissal

Design Probation and Dismissal Policies to Support Students With Improving GPA

Understanding the Problem

Students on academic probation or academic dismissal are statistically unlikely to graduate within six years. It is costly both for institutions to invest in supporting these students and for students to continue at an institution where they show poor academic performance. However, this trend is reversed for students who show improved academic performance from term to term. Students who are able to complete a degree at a two-year institution after being dismissed also represent an opportunity for institutions to increase their graduation rates, as these students have demonstrated ability to complete a degree and will also only take two years to graduate if taking a full course load. Policies should support and encourage these students to return to the institution.

Calibrating Your Institutional Approach



Considerations for Implementation

1

Allow dismissed students to take classes at any college

- 2-year degree transfer agreements should include ability to complete other needed credits at 4-year and/or distance learning institutions
- Success at another 2- or 4-year institution is a predictor of completion at the original institution

2

Focus on advising students returning from probation

- These student populations will likely need more advisor attention than other transfer students
- Advisors should focus on degree pathing as well as improving study skills, confidence, and tenacity

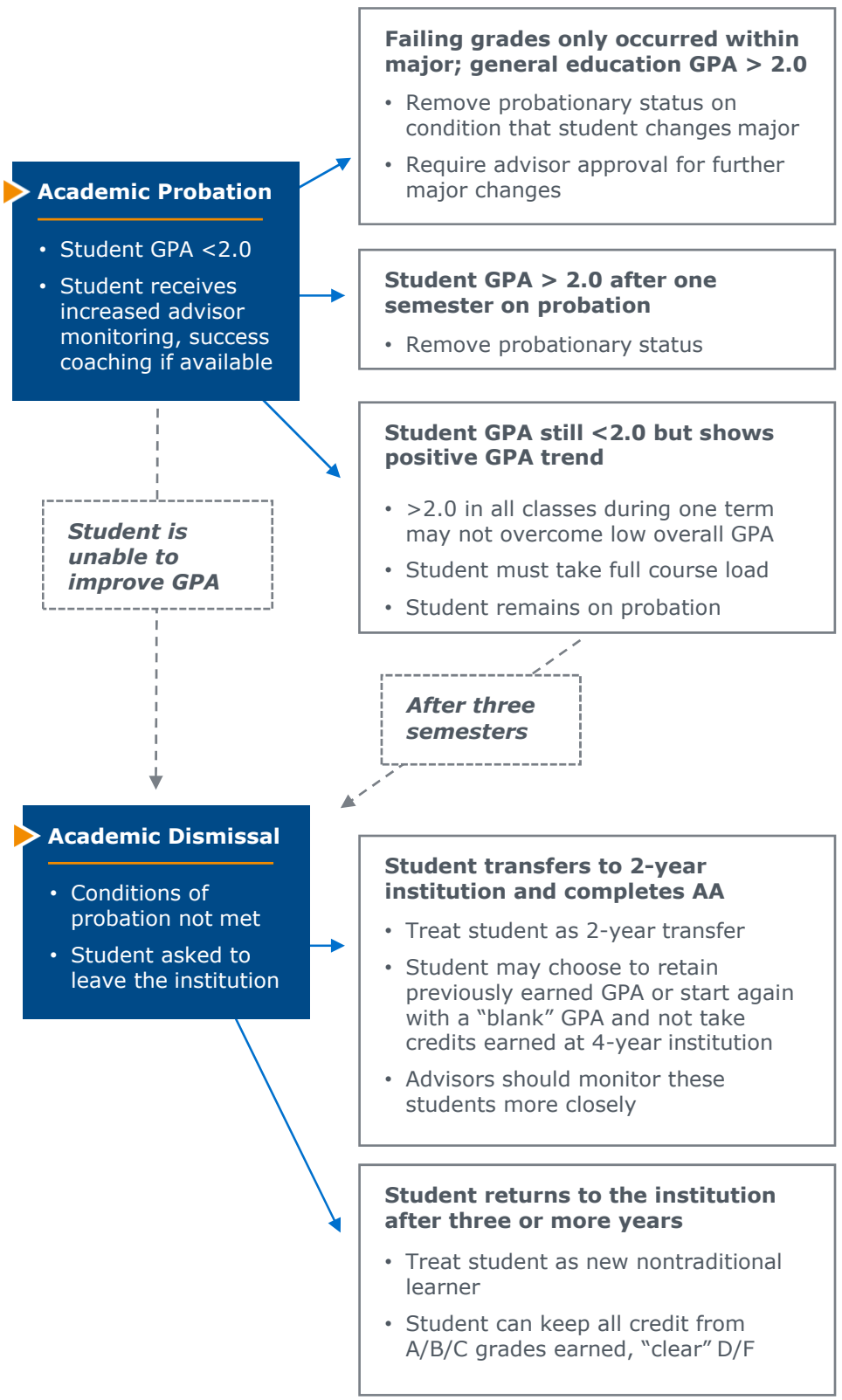
3

Analyze major vs. general education GPA

- Students with high performance in general education and low performance in major classes should be advised to switch majors rather than withdraw
- Advisors can target subject areas for remedial support (e.g. students with low GPA in math-heavy courses)

Academic Probation and Dismissal (cont.)

Probation and Dismissal Process Map and Implementation Guidance



Allow dean or chair to waive probation/ dismissal conditions

- Poor academic performance may be due to personal circumstances out of student's control
- Academic units likely to err on the side of strictness, may exercise discretion in re-admitting a student who does not meet GPA requirements

Probation and dismissal policies may be determined at state system level

- Many state systems have system-level "blank slate" policies for GPA of students returning to 4-year institution after completing 2-year degree

Source: EAB interviews and analysis.

GPA Progression of Students with 1st Semester (Fall) GPA Between 1.7 and 1.999

Cohort	GPA Status	2nd Sem (Spring)	3rd Sem (Fall)	4th Sem (Spring)	5th Sem (Fall)
12FED	GPA 2.0 or higher	25	25	25	27
	GPA below 2.0	15	7	4	3
	Not Enrolled	3	11	14	13
12FED Total		43			
13FED	GPA 2.0 or higher	17	22	20	21
	GPA below 2.0	18	8	4	1
	Not Enrolled	2	7	13	15
13FED Total		37			
12FED-13FED Combined	GPA 2.0 or higher	42	47	45	48
	GPA below 2.0	33	15	8	4
	Not Enrolled	5	18	27	28
12FED-13FED Combined Total		80			
14FED	GPA 2.0 or higher	23	27	21	
	GPA below 2.0	15	5	7	
	Not Enrolled	2	8	12	
14FED Total		40			
12FED-14FED Combined	GPA 2.0 or higher	65	74	66	
	GPA below 2.0	48	20	15	
	Not Enrolled	7	26	39	
12FED-14FED Combined Total		120			

University		Sliding Scale	Minimum Term GPA	Minimum Cum GPA	Other conditions/Notes	Published Retention Rate	Published6 Year-Graduation
VillanovaUniversity		N	2	2	--	96%	90%
Lehigh University		y	1.7-2.0	2	Sliding Scale, "tighter range" 22 or fewer hours 1.7, 23-51- 1.8, 52+ 2.0, failing 8 hours in any term also subject to probation	95%	88%
Santa Clara University		N	2	2	Also calculates progress toward completion	95%	84%
Fordham University		y	1.61-1.99	2	Sliding Scale based on student classification- Also, CAN vary by college	91%	81%
Loyola Marymount University		N	2	2	term, major, program, and CUM	**91%**	**79%**
Creighton University		N	2	2	Freshman may be dropped/dismissed if 1.75	90%	79%
Marquette Universtiy		N	2	2	Each school may have additional requirements	90%	80%
Miami University of Ohio		N	2	2	Warning if less than 16 hours, Probation 16 or more.	90%	80%
SaintLouis University		N	2	2	Each school may have additional requirements	90%	71%
Baylor University		N	2	2	--	**90%**	**81%**
American University		N	2	2	Also requires completion of 80% of attempted hours	88%	**74%**
BradleyUniversity		N	2	2	--	87%	78%
University of San Diego		N	2	2	--	87%	79%
University of Cincinnati		N	2	2	Probation after 30 hours, Alert issued less than 30	86%	65%
Universityof Denver		N	2	2	Gpa 2.0-2.2= Academic Warning	86%	**77%**
Loyola Universityof Chicago		N	2	2	Also calculates progress toward completion	86%	**74%**
DuquesneUniversity		y	1.75-1.99	2	Sliding Scale based on credit hours	85%	74%
Catholic University of America		N	2	2	FR and Special Circumstancesplaced on Warning, not necessarily barred from extra curricular or athletics, may be subject to specific conditionsimposed by a school or dean	84%	69%
DePaul University		N	2	2	--	84%	**73%**
Drexel University		N	2	2	--	84%	68%
Seton Hall University		y	1.75-2.0	1.75-2.0	Does not appear to differentiate between Academic and SAP	84%	63%
Xavier University		y	FY 1.75- AII others 2	2	First year students min GPA is 1.75. Academic Deans can impose probation at the end of ANY term	83%	74%
Hofstra University		N	2	2	Also calculates LOW COMPLETION- FR 60%, SO 70%, JR SR 80%	**80%**	**60%**
St John University		y	2	1.5-1, **1.**75- 2, 1.9-3	Good standing is 2.0, continuedon probation is sliding- year based	80%	58%