



FACULTY SENATE

January 31, 2017

FACULTY SENATE RESOLUTION ON POLICIES FOR LATE SEMESTER COURSE WITHDRAWAL; SCHEDULE REVIEWS FOR STUDENTS ON PROBATION; AND NO LONGER RECORDING ACADEMIC PROBATION STATUS ON OFFICIAL TRANSCRIPTS

WHEREAS, the Faculty Senate Committee on Undergraduate Education's (FSCUE), Subcommittee on Academic Standing has made recommendations related to students who do a complete term withdrawal from courses late in the semester; schedule reviews for students who are placed or who are continuing on probation; and no longer recording academic probation on the official transcript; and

WHEREAS, on December 6, 2016, the FSCUE reviewed and approved the recommendations, attached hereto as Exhibit A (the "recommendations"); and

WHEREAS, on January 20, 2017, the Faculty Senate Executive Committee voted that the recommendations should be placed on the agenda for consideration by the Faculty Senate at its January 31, 2017 meeting;

NOW, THEREFORE, BE IT RESOLVED, THAT
FOR ALL CWRU UNDERGRADUATES:

1. Beginning fall 2017, students who withdraw after the 11th Friday of a semester may not enroll for the next two academic sessions, including the summer session. Exceptions may be granted by the Academic Standing Board.
2. Beginning fall 2017, students placed or continuing on probation are required to review their course schedules with their deans in the Office of Undergraduate Studies before the end of the drop/add period in order to continue for the semester.
3. Beginning fall 2017, academic probation will be a status recorded on the unofficial/advising transcript but not on the official transcript.

Exhibit A

PROPOSALS FROM THE FSCUE ACADEMIC STANDING SUBCOMMITTEE

Fall 2016

1. Should there be a presumption that students who do a complete term withdrawal from all of their courses late in the semester not re-enroll immediately, with exceptions granted by petition?

We allow students to do a complete withdrawal from the semester up to the last day of classes for that semester. This sometimes means that a student who is performing poorly academically avoids academic standing review, but expects to enroll for the next academic session. Recent data suggest that half of the students who do complete withdrawals late in the semester and return immediately do not perform well in the next semester, as measured by going on probation, being considered for separation, or doing another complete withdrawal. The results are roughly the same for students leaving in the fall and returning for the spring as for students leaving in the spring and returning for the fall. In many cases, there is simply not enough time to address whatever the issues were that interfered with good academic performance. At the same time, there are occasions in which a student suffers from physical or mental health issues that can be addressed in a short amount of time with proper care and that warrant the student being allowed to return to school sooner.

Proposal: Beginning Fall 2017, students who withdraw after the 11th Friday of a semester (corresponding to the deadline by which upperclass students may choose to withdraw from individual courses or choose the P/NP grading option) may not enroll for the next two academic sessions, including the summer session. Exceptions may be granted by the Academic Standing Board. [The Academic Standing Board may delegate to the Dean of Undergraduate Studies consideration of these appeals while retaining authority in these matters, as they do for other readmission decisions.]

APPROVED BY FSCUE, 12/6/2016.

2. Should there be a credit-hour limit less than 19 placed on students on academic probation and students returning for their first semester following academic separation?

Our goal for academic probation and separation is to help students return to making good academic progress toward completing degree requirements. Students sometimes feel that they need to take more credit-hours following an unsuccessful semester in order to make up for credits lost by failing grades or to raise their cumulative GPAs following D's and F's. We made some progress in this regard when we changed our academic standing rules several years ago to focus only on the just completed semester rather than two-semester runs and cumulative GPA and credit-hours earned, but continue to see students bite off more that they can chew and set themselves up for another unsuccessful semester.

While recognizing the benefits to many students from choosing a more manageable courseload following an unsuccessful semester, the FSCUE Subcommittee on Academic Standing also noted that some students are more successful with more structure rather than more unstructured time. The

Subcommittee also noted that, in many cases, the issue of returning to good standing is more a matter of the mix of courses that a student takes rather than simply the number of credit-hours. For example, a student who earned a D in a prerequisite course may not be prepared for success in the next course. A careful advising conversation may be more effective than a strict limit on credit-hours. Given the additional staff being awarded to Undergraduate Studies, the deans feel that they can manage advising conversations at the start of the semester with students going on probation. They already work closely at that time with students being considered for separation but allowed to continue on probation and with students returning from separation.

Proposal: Beginning Fall 2017, students placed or continued on probation are required to review their course schedules with their deans in the Office of Undergraduate Studies before the end of the drop/add period in order to continue for the semester.

APPROVED BY FSCUE, 12/6/2016.

3. Should academic probation be a temporary status that does not appear on the transcript forever?

Academic probation is designed to be a warning to students that they are not performing at an acceptable level in their academic work to make appropriate progress toward earning their degrees. We limit certain activities, and deans and advisors monitor these students progress more closely while on probation than they do for other students. A second consecutive probationary record ordinarily leads to separation.

Some students make poor academic decisions during the semester in the hopes of avoiding probation and a permanent mark on their transcript. For example, a student who should reduce his courseload for medical reasons may choose to remain enrolled in too many courses to avoid having a record with too few credit-hours to remain in good standing. Having academic probation be a temporary status that does not stay on the student's official transcript may make it more palatable for the student to make academic adjustments. Those who read students' transcripts will still have the raw data that led to probation; with those data, they are free to reach their own judgments and do not need to know our automatic response.

The FSCUE Subcommittee on Academic Standing recognized that the same argument can be made for academic separation, but felt (for now) that this more serious and discretionary action should be noted on the transcript, as it reflects the Academic Standing Board's judgment and helps account for a student's time away from school.

Proposal: Beginning Fall 2017, academic probation will be a status recorded on the unofficial/advising transcript but not on the official transcript.

APPROVED BY FSCUE, 12/6/2016.