

## Report from the Task Force on Academic Probation

Task force members: Tara Clapp/John Wagner, William Dilla, Jane Jacobson, Kathy Jones, Sharon McGuire, Dayle Nickerson, Tom Polito, and Martha Selby.

### Summary

To develop its recommendations the Task Force on Academic Probation used the guiding philosophy that the function of academic probation is 1) to identify, warn, and provide assistance for students who are not making satisfactory academic progress, and 2) to maintain the integrity of Iowa State University baccalaureate degrees. With that philosophy in mind, the Task Force recommends the following changes to the existing policies on academic probation. The cumulative grade point average (on which the old policies were based) remains the base for making probation decisions for students who have attempted or earned  $\geq 75$  credits (previously 90 credits). A new “Warning” status is recommended for students who earn between a 1.00 and 1.99 in a single semester. Also new, students who earn less than a 1.00 in any semester or between 1.00 and 1.99 for any two consecutive semesters will be placed on academic probation if the Task Force Recommendations are adopted. A flow chart summary for the recommended policies is in Appendix A and a draft of proposed catalog copy that inserts recommended policies into the unchanged policies is in Appendix B. Appendix C projects the impact of the recommended policies and Appendix D summarizes the Task Force perceived benefits of these recommendations to the University.

The report includes recommendations for active interventions for students placed on Warning or Probation status. Failure to implement effective intervention activities will result in significantly higher numbers of students dismissed from Iowa State University if the recommended academic standards policies are adopted.

### Background

In the fall of 2004 the Faculty Senate approved changing temporary enrollment to academic probation. In this document the term academic probation is used instead of temporary enrollment.

The Academic Probation Task Force was appointed as a response to several concerns about the existing academic probation/academic standards policies of the undergraduate colleges and university. The specific issues that created a climate for change are enumerated below:

1. Desire to identify students not making satisfactory academic progress at an earlier point to provide intervention for success and timely progress toward their degrees.

The current university policy is based on a cumulative grade point average that allows students to carry less than a 2.00 cumulative grade point until they reach 90 credits attempted or earned. This means that students whose total credits earned are less than 90 are not forced to address their substandard academic performance because they are not being threatened with academic dismissal. The current policy also delays connecting with academic intervention strategies and services for students who establish strong academic records early in their careers but experience

several academically disastrous semesters before their cumulative grade point averages fall below a 2.00.

2. Lack of comprehensive integrated and coordinated intervention programs and resources. Individual advisers, departments, or special programs provide focused outreach and assistance to specific student populations on academic probation. This uneven approach ignores many students who could benefit from academic interventions.
3. Increasing proliferation of college-based standards. With the 2003-05 catalog, the Colleges of Business and Design joined the College of Engineering in holding students to various academic standards that exceed the university academic standards. This resulted in a two-tiered system of academic probation with students on academic probation in one college who would not have been on academic probation if they were in another college. In addition, academic probation students in Business and Design who did not meet college-based academic standards were given the option of changing to another college before the next semester began instead of being academically dismissed. While a notation of the curriculum change occurred on the permanent record, the academic dismissal and subsequent reinstatement were not. The result was that between semesters Business and Design students tried frantically to change their majors to other colleges to avoid leaving the university. Academic probation students in Engineering who did not meet college-based academic standards were academically dismissed from the university without the option of a college change instead of dismissal.
4. Multiple policies caused confusion for students, advisers, faculty, and staff. The reasons for being placed on academic probation and the appropriate response strategies varied greatly. It is essential that the offices that provide support services to students across the university be well acquainted with all of the policies in order to provide accurate advice for the students seeking their help.
5. Questions and concerns from the Registrar regarding coding and messages of academic probation and dismissal status for the permanent record.
  - If a student on academic probation in one college changes to a college in which he/she would no longer be on academic probation does the academic probation status continue for the rest of the semester?
  - Should “dropped from college” status be noted on the transcript?
6. Concern that academic standards were being confused with performance standards. Some college-based standards were designed to move students out of specific programs rather than out of the university. Is this really a concern about overall academic performance or a concern about quality of performance in the curriculum?
7. University academic standards policies did not comply with federal Satisfactory Academic Progress standards for disbursement of financial aid. The Student Financial Aid office devised its own system of academic probation to catch students receiving federal assistance who were not making academic progress. This system identified academically troubled students sooner than the university’s system. It created confusion for students and advisers because students could be on “probation” even if they were not on academic probation.

In the spring of 2004, a task force was appointed to examine these concerns and consider making recommendations for changes. The task force members were Tom Polito (chair), Tara Clapp (later replaced by John Wagner), William Dilla, Jane Jacobson, Kathy Jones, Sharon McGuire, Dayle Nickerson, and Martha Selby.

## Process

The task force began its work by gathering data. This included data from the Registrar's office about the effect of the current policies on enrollment. The members surveyed the undergraduate colleges about how individual colleges defined academic probation and what concerned them about the current academic standards policies. The task force also received comments from Student Financial Aid about federal academic performance guidelines. The Academic Success Center provided feedback regarding student confusion and questions about multiple academic probation policies.

In response, the task force developed a new academic standards policy based on the following philosophy of academic probation:

To maintain the integrity of Iowa State University baccalaureate degrees, the function of academic probation is to identify, warn, and provide assistance for students who are not making satisfactory academic progress. The intent is to connect academic probation students at the earliest point possible with academic interventions and support. To that end, the policy will do the following:

- warn them of future academic consequences
- intervene with appropriate support services and resources
- comply with requirements for financial aid disbursement

Using that philosophy as our goal, we agreed upon the following objectives for academic probation and dismissal:

1. To identify students who are not making satisfactory academic progress and place them on academic probation at the earliest point possible
2. To assist students on academic probation in being successful by requiring them to take part in interventions intended to identify and assist them with the academic or personal challenges contributing to their poor performance
3. To maintain the integrity of Iowa State University baccalaureate degrees
4. To academically dismiss students who fail to make satisfactory academic progress in a timely manner
5. To provide a second chance (reinstatement), thus giving students the opportunity to demonstrate change

# Recommendations

## **Recommendation 1. Change Iowa State's Academic Standards Policies in the catalog to the following:**

### **Academic Warning, Probation, and Dismissal**

Continued enrollment at Iowa State University depends upon an undergraduate student maintaining satisfactory academic progress toward attaining a degree. To assist students in maintaining satisfactory progress, Iowa State University has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty, and to provide timely intervention through academic advising and academic support programs.

Academic standing at Iowa State University is dependent upon the total number of credits a student has attempted or earned, the student's semester grade point average (GPA), the student's cumulative ISU GPA, and the student's transfer GPA (if below 2.00).

### **Academic Warning**

Students will receive an **academic warning (W)** at the end of any fall or spring semester when they earn a GPA of 1.00 – 1.99 for that semester. At the end of the next semester of enrollment, one of the following actions will be taken for students on academic warning status:

- Students will be placed on academic probation if they earn less than a 2.00 GPA for the next fall or spring semester, or
- They will be removed from warning status if they earn at least a 2.00 semester GPA for the next fall or spring semester and they are not subject to academic probation based on cumulative GPA (over 75 credits).

While a warning is the least severe of the negative academic actions, it serves as a reminder that future semesters below 2.00 could result in more serious consequences. In fact, a student on warning whose subsequent term GPA is below a 2.00 will be placed on probation the following term. Students who receive an academic warning are required to develop a plan for academic improvement in consultation with their academic adviser or the Academic Success Center. A student who is subject to both academic warning and academic probation will be placed on academic probation. The academic warning is not a part of the student's permanent academic record.

### **Academic Probation**

Academic probation is an indication of very serious academic difficulty which may result in dismissal from the university. Students may be placed on academic probation as a result of either semester GPA, cumulative GPA, or both. Students who are placed on academic probation are required to develop a plan for academic improvement in consultation with their academic adviser which may include referral to the Academic Success Center. Academic probation status is not a part of the student's permanent academic record.

Students will be placed on **academic probation (P)** at the end of any fall or spring semester for either of the following:

1. **Semester GPA:** Students who earn less than a 1.00 at the end of any fall or spring semester, or less than a 2.00 for two consecutive semesters, will be placed on academic probation. Term GPA is not tested at the end of summer session.
2. **Cumulative GPA:** Students with 75 or more credits attempted or earned, whichever is greater, will be placed on academic probation at the end of any fall or spring semester or summer term when their cumulative GPA is less than 2.00. Students with 75 or more credits attempted or earned who have a transfer GPA < 2.00 will be placed on academic probation at the end of any fall or spring semester or summer term when their combined transfer/ISU cumulative GPA is less than 2.00.

At the end of the next semester of enrollment, one of the following actions will be taken for students on academic probation status:

- Students will be academically dismissed if they fail to earn at least a 2.00 semester GPA, or
- They will continue on academic probation if they earn at least a 2.00 semester GPA but are subject to continued academic probation based on their cumulative GPA (over 75 credits), or
- They will be removed from probation if they earn at least a 2.00 semester GPA and are not subject to continued academic probation based on their cumulative GPA (over 75 credits).

### **Academic Dismissal**

Students who do not meet the requirements of their academic probation are academically dismissed from the university. Each College Academic Standards Committee is responsible for final decisions regarding the academic status of students in that college, and any appeals to academic dismissal actions are considered by the college committee. Once dismissed, students are not allowed to re-enroll at Iowa State University until they have been academically reinstated. (See section on reinstatement.) Academic dismissal is placed on the student's academic record as a permanent notation. The official transcript of a student who has been dismissed includes a "not in good standing" notation.

### **Good Academic Standing**

A student is in good academic standing unless that student has been academically dismissed. Although warning and probation status are considered "good standing," they are indications that performance must be improved as a condition of continued enrollment.

### **Additional Academic Standards Regulations**

**Summer Term:** Students who are newly placed or continued on academic probation at the end of the spring semester may enroll for the summer term without being placed in jeopardy of academic dismissal from the university at the end of that summer term. However, the cumulative GPA at the

end of the summer term will be used for academic probation decisions. This is true for all students enrolled in the summer term.

Students considered for academic dismissal at the end of spring semester will be permitted to enroll for the summer term. The combined spring/summer GPA will be used to determine whether the student should be permitted to continue. For students who have remaining designated repeat credits, courses taken in spring and repeated in summer will be calculated as designated repeats in the combined spring/summer GPA.

## **Recommendation 2. Implement active interventions for students placed on warning or probation status.**

### **Support for Students on Warning and Probation**

In an effort to assist students in enhancing their academic performance, students on warning and probation will receive resource information and communications from advisers and student services staff. It is understood that low academic performance stems from multiple factors such as mental health concerns, and social or cultural challenges, not simply academic preparation or capacity. Therefore, the intervention provided will be comprehensive and referrals to appropriate services will be made. A student's financial aid may also be significantly affected by her/his low academic performance, so students will also be advised to consult with the Student Financial Aid Office.

## **Interventions for Students on Warning and Probation for Term and Cumulative GPA**

Students will be notified via their AccessPlus account, email, and hard copy letter. The academic standards policy will be included in this notification. As a condition of warning and probation, students must complete a web-based self-assessment to help identify what contributed to their low academic performance. Students on warning and probation are required to discuss this self-assessment and develop an action plan with their academic adviser by the 10<sup>th</sup> day of classes. Students who do not meet this requirement will not be allowed to register for the next semester/term until it is completed. Students participating in a variety of programs such as scholarship-based programs and some student organizations may be required to participate in specific support programs such as Psych 131 or tutoring.

The role of the academic adviser is critical to the success of the interventions. To enhance the effectiveness of advisers in this endeavor, the University Academic Advising Committee needs to provide academic advisers with training that addresses the development of appropriate action plans and referrals based on the student self-assessments.

### **Timeline and Interventions**

|                                 |  |
|---------------------------------|--|
| End of Semester                 | Students newly on probation or warning will receive an email and hard copy letter (interim address) from their college informing them that they have been placed on probation/warning. The notifications will specify the required web-based self-assessment and meeting with adviser by the 10 <sup>th</sup> day of classes. The email list will be generated from the Registrar. The emails will be sent from each college and will be set up so that the appropriate person receives the “reply.” |
| Start of Semester               | An email reminder of requirements will be sent to students on probation/warning. The email list will be generated from the Registrar. The emails will be sent from each college and will be set up so that the appropriate person receives the “reply”.  |
| 10 <sup>th</sup> Day of Classes | This is the deadline for completion of self-assessment and academic adviser meeting.   |
| 11 <sup>th</sup> Day of Classes | Colleges will communicate to the Registrar students who have not completed the requirement. The Registrar’s office will place a “Registration Stop” on the students who have not completed the requirement. Advisers can change ADIN “registration stops” after a student completes the requirement.   |

An email notification will be sent by the Registrar regarding the “Registration Stop” to students who have not completed the self-assessment and met with their advisers.

|                                 |   |
|---------------------------------|---|
| 20 <sup>th</sup> Day of Classes | University interventions begin (coordinated by a representative team): <ul style="list-style-type: none"><li>• Students not complying will be called and told to see their advisers.</li><li>• Optional Academic Success seminars (modeled after the Psych 131 course) will begin. These will consist of five group sessions to respond to students’ assessed needs and issues. Advisers will refer students to these seminars.</li><li>• Interventions for specific programs and populations will begin.</li></ul> |
| Midterm Grades                  | Advisers will follow up with students receiving midterm reports.  |
| Course Registration             | Students will be allowed to register only after they have completed the self-assessments and developed action plans in consultation with their academic advisers.   |

**Resources needed to implement the recommended interventions:**

1. Academic Enhancements Coordinator:
  - Full-time staff to coordinate intervention strategies and facilitate seminars.
  - Ranking: P&S classification pay grade of 14
  - Costs: \$56,000 (includes benefits)
2. Office supplies and operations:
  - Phone, data, computer support; cost is estimated at \$2,300 annually
  - Supplies: Cost equals \$1,000 annually
3. Web technician to design and implement web-based self-assessment \$2,000 (one time cost).
4. Academic Consultants to implement interventions and facilitate 20 Academic Success seminars:
  - A. Three 20-hour, 9 month graduate assistants:
    - $\$12,000 + 1,200 \text{ (Benefits)} \times 3 = \$39,000$
  - B. Tuition costs:  $3 \text{ people} \times \$3,500/\text{person} = \$10,500$
5. Administrative support:
  - $10 \text{ hours per week} \times 40 \text{ weeks} \times \$10.00/\text{hour (Hourly or Merit)} = \$4,000$
6. **Total Estimated Costs equals: \$ 114,800**



**Total Savings Gained Through Retention:**

- 100 students retained multiplied by \$2,445 for in-state-tuition multiplied by four semesters equals a cost saving of \$978,000

The above analysis does not include all possible referrals. Other student support offices at the college and university levels also may experience increases in student traffic. We currently have no data regarding these potential impacts.

**Enrollment impact without effective interventions**

Simulations indicate that within two of years of implementation, enrollment could decline as much as 300 students as a result of the proposed policy. However, these simulations do not take into account the positive impact of effective interventions. The most significant enrollment drop would occur within a year of policy implementation since many students would be placed on probation and potentially dismissed earlier under the proposed policy.

Based on student GPA performance data from the past two years, approximately 4% of students earn less than a 1.00 term GPA each fall/spring semester. This group would be subject to probation (or dismissal if already on probation). Another 11% of students earn between a 1.00 and 1.99 each fall/spring semester. These students would be subject to an academic warning (or probation/dismissal if already on warning or probation). In total, 15% of ISU undergraduates earn less than a 2.00 for any given semester.

Under current standards, about 800 undergraduates enrolled each fall (3.5%) and 900 undergraduates enrolled each spring (4.5%) are on probation. Under the proposed policy, the number of students on probation each term would be similar, but an additional 700 students per term would be on warning status due to a 1.00-1.99 prior term GPA.

The projected impact varies by college due to differences in current academic policy. Based on estimates, the Colleges of Business, Engineering and Human Services would see little change in their college dismissal rates, although there would be some shift in the type of students who would be dismissed under the new policy. All other colleges would likely have increases in their dismissal rates of 20% or more. However, the intent of the interventions would be to assist more students in attaining academic success, thereby lessening the potential negative impact on enrollments in some colleges.

In addition to differences by college, the effect of the proposed academic standards changes may vary by other student characteristics. If we use data on term GPAs less than 2.00, as an indicator of potential impact by group, freshmen are more likely to be placed on warning or probation than upper class students (i.e., about 22% of freshmen and 9% of seniors earn less than a 2.00 in any term). Some minority groups could encounter academic difficulties at rates nearly double those of the majority group. Student-athletes on some teams are also more likely to earn less than a 2.00. The potential impacts of the proposed academic standards by student characteristics need to be understood, and some intervention strategies may need to be carefully targeted to offset potential negative impacts.

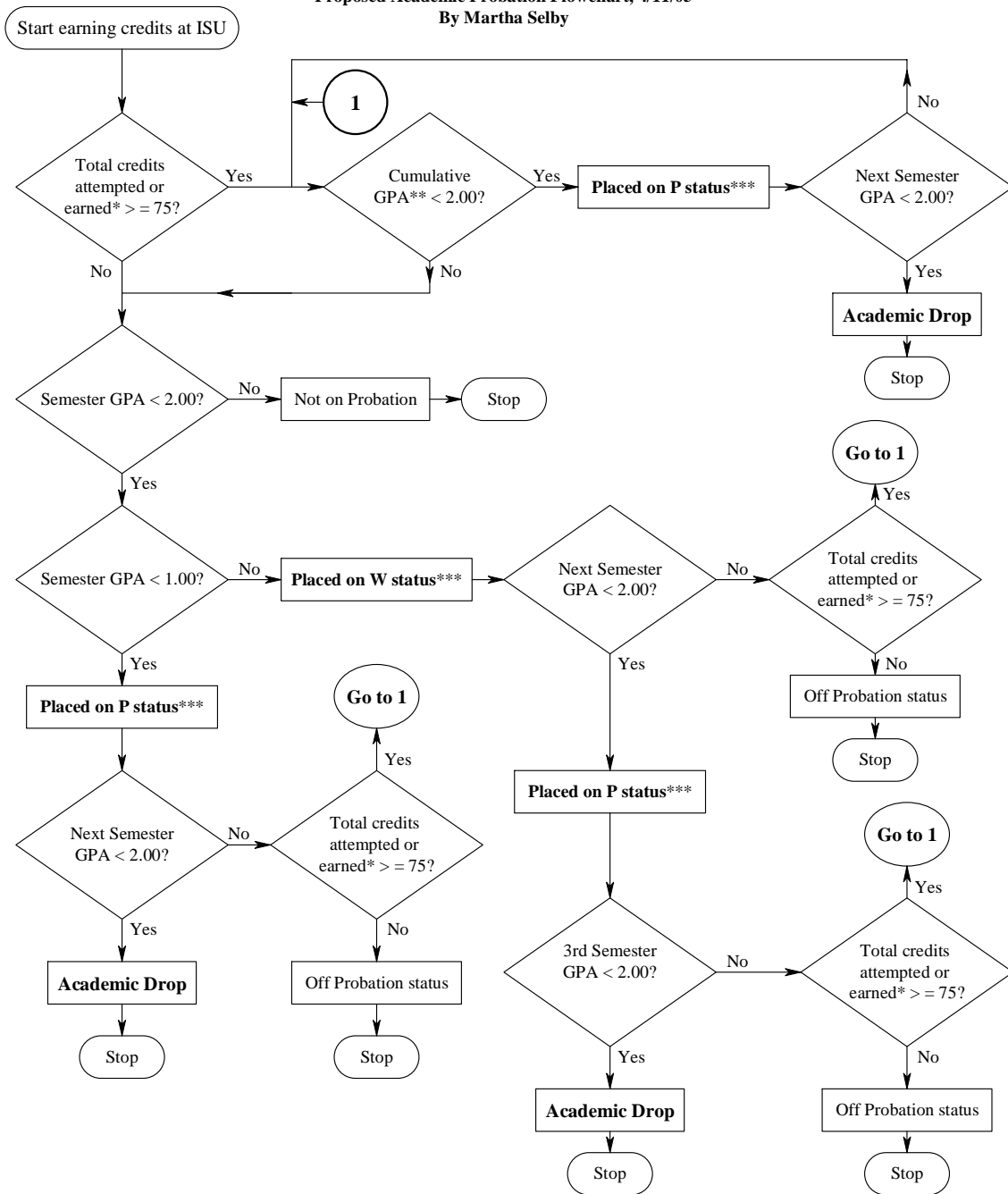
In summary, if the proposed academic standards policies are implemented without any additional academic support and interventions, there will be a negative impact on enrollment. Although this enrollment decline cannot be precisely predicted, the loss appears to be approximately 300 students over time. The intent of the new standards would be to warn students earlier and help them achieve success, thereby reducing the potential decline.

**Recommendation 3. It is recommended that these policies be accepted or rejected in total without edit or change.**

The Task Force's experience in this process indicated that seemingly small changes in academic standards policies sometimes have unintended consequences. Therefore, we suggest that the recommendations be referred back to the Task Force for further consideration and study rather than making line item changes if there are concerns about specific segments of the recommendations.

# Appendix A

Proposed Academic Probation Flowchart, 4/11/05  
By Martha Selby



\* “Attempted” refers to credit hours both passed and failed at ISU;

“Earned” includes transfer credits and credit hours passed at ISU

\*\* Cumulative GPA is defined as ISU Cum; if there is a transfer deficiency, use the combined transfer & ISU Cum GPA

\*\*\* W is Warning Status and P is Probation Status

# Appendix B

## PROPOSED CATALOG COPY

### College Academic Standards Committee

Each college has an academic standards committee that is responsible for monitoring the academic progress of all undergraduate students in that college, based on policies and minimum requirements set by the Faculty Senate Committee on Academic Standards and Admissions and ratified by the Faculty Senate.

Individual college faculties may, with the approval of the Faculty Senate Committee on Academic Standards and Admissions, set additional program admission and curriculum requirements that are more stringent than those established for the university. These additional requirements must be reviewed at least every third catalog by the college academic standards committee to determine if they should be continued. Requirements approved by the college academic standards committees will then be forwarded to the Faculty Senate Committee on Academic Standards and Admissions for final approval.

The college committees are responsible for actions involving individual students with respect to placing students on academic probation, dismissing students from the university for unsatisfactory academic progress, and reinstating students who have been dismissed.

For questions concerning interpretation and application of the rules governing academic progress, students should contact the chair or secretary of their college academic standards committee in their college office. (Refer to [www.something](http://www.something) -- a website to be developed -- for additional information.)

The university's academic standards rules are presented below. In addition to taking action based on these rules, a college academic standards committee may also place a student on academic probation or dismiss a student from enrollment in the university when, in the college committee's judgment, the student's academic performance or progress toward a degree is exceptionally deficient. Likewise, a college committee may, under exceptional circumstances, exempt individual students from the application of these rules.

Students who participate in the Regent Universities Student Exchange Program, or in a similar program where the credit taken at the other school will be considered as resident credit and the grades included in the student's ISU cumulative grade point average, are subject to Iowa State University's academic standards.

### Academic Probation Status and Academic Dismissal

Students are placed on academic probation status as a warning that their academic progress is not satisfactory and that they should take steps to improve their academic performance to avoid dismissal from the university. Students who are placed on academic probation should immediately seek assistance in academic improvement from such sources as academic advisers, instructors, the Student Counseling Service, and the Academic Success Center.

## **Academic Warning, Probation, and Dismissal**

Continued enrollment at Iowa State University depends upon an undergraduate student maintaining satisfactory academic progress toward attaining a degree. To assist students in maintaining satisfactory progress, Iowa State University has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty, and to provide timely intervention through academic advising and academic support programs.

Academic standing at Iowa State University is dependent upon the total number of credits a student has attempted or earned, the student's semester grade point average (GPA), the student's cumulative ISU GPA, and the student's transfer GPA (if below 2.00.)

### **Academic Warning**

While a warning is the least severe of the negative academic actions, it serves as a reminder that future semesters below 2.00 could result in more serious consequences. In fact, a student on warning whose subsequent term GPA is below a 2.00 will be placed on probation the following term. Students who receive an academic warning are required to develop a plan for academic improvement in consultation with their academic adviser or the Academic Success Center. A student who is subject to both academic warning and academic probation will be placed on academic probation. The academic warning is not a part of the student's permanent academic record.

Students will receive an **academic warning (W)** at the end of any fall or spring semester when they earn a GPA of 1.00 – 1.99 for that semester. At the end of the next semester of enrollment, one of the following actions will be taken for students on academic warning status:

- Students will be placed on academic probation if they earn less than a 2.00 GPA for the next fall or spring semester, or
- They will be removed from warning status if they earn at least a 2.00 semester GPA for the next fall or spring semester and they are not subject to academic probation based on cumulative GPA (over 75 credits).

### **Academic probation**

Academic probation is an indication of very serious academic difficulty which may result in dismissal from the university. Students may be placed on academic probation as a result of either semester GPA, cumulative GPA, or both. Students who are placed on academic probation are required to develop a plan for academic improvement in consultation with their academic adviser which may include referral to the Academic Success Center. Academic probation status is not a part of the student's permanent academic record.

Students will be placed on **academic probation (P)** at the end of any fall or spring semester for either of the following two reasons:

1. **Semester GPA:** Students who earn less than a 1.00 at the end of any fall or spring semester, or less than a 2.00 two consecutive semesters, will be placed on academic probation. Term GPA is not tested at the end of summer session.
2. **Cumulative GPA:** Students with 75 or more credits attempted or earned, whichever is greater, will be placed on academic probation at the end of any fall or spring semester or summer term when their cumulative GPA is less than 2.00. Students with 75 or more credits attempted or earned who have a transfer GPA < 2.00 will be placed on academic probation at the end of any fall or spring semester or summer term when their combined transfer/ISU cumulative GPA is less than 2.00.

At the end of the next semester of enrollment, one of the following actions will be taken for students on academic probation status:

- Students will be academically dismissed if they fail to earn at least a 2.00 semester GPA, or
- They will continue on academic probation if they earn at least a 2.00 semester GPA but are subject to continued academic probation based on their cumulative GPA (over 75 credits), or
- They will be removed from probation if they earn at least a 2.00 semester GPA and are not subject to continued academic probation based on their cumulative GPA (over 75 credits).

### **Academic Dismissal**

Students who do not meet the requirements of their academic probation are academically dismissed from the university. Each College Academic Standards Committee is responsible for final decisions regarding the academic status of students in that college, and any appeals to academic dismissal actions are considered by the college committee. Once dismissed, students are not allowed to re-enroll at Iowa State University until they have been academically reinstated. (See section on reinstatement.) Academic dismissal is placed on the student's academic record as a permanent notation. The official transcript of a student who has been dismissed includes a "not in good standing" notation.

### **Good Academic Standing**

A student is in good academic standing unless that student has been academically dismissed. Although warning and probation status are considered "good standing," they are indications that performance must be improved as a condition of continued enrollment.

### **Additional Academic Standards Regulations (The Task Force made no changes here. These remain the same as current policies.)**

**Summer Term:** Students who are newly placed or continued on academic probation at the end of the spring semester may enroll for the summer term without being placed in jeopardy of academic dismissal from the university at the end of that summer term. However, the cumulative GPA at the end of the summer term will be used for academic probation decisions. This is true for all students enrolled in the summer term.

Students considered for academic dismissal at the end of spring semester will be permitted to enroll for the summer term. The combined spring/summer GPA will be used to determine whether the student should be permitted to continue. For students who have remaining designated repeat credits, courses taken in spring and repeated in summer will be calculated as designated repeats in the combined spring/summer GPA.

**Changing colleges:** A student on academic probation may transfer to another college within the university only with the permission of the department chair of the new department and the dean of the new college. Transfer during period 3 (i.e., after the last day to drop a course) may be approved by the department chair of the new department and the dean of the new college only under exceptional circumstances. The student will be subject to any additional specific academic requirements determined by the academic standards committee of the college to which the transfer is made.

A student who has transferred from a college while on academic probation cannot transfer back unless permission is granted by the academic standards committee of the original college.

**Withdrawal:** A student on academic probation who withdraws during period 3 will be academically dismissed at the end of term the student withdraws, except under extenuating circumstances as judged by the college academic standards committee.

**Reinstated students:** Reinstated students should also see the section on Reinstatement.

**Veterinary Medicine:** Additional rules for minimum satisfactory progress are in effect.

**Special students:** Students matriculated in this classification category are governed by the regular academic progress regulations. Furthermore, by special action of their college academic standards committee, additional standards may be required.

## Reinstatement

The procedures delineated in this section apply to students who were dismissed from Iowa State for academic reasons. Students who left Iowa State in good academic standing and who are seeking reentry should see Index, Reentry for more information.

1. Reinstatement is not automatic. Students who have been dismissed for academic reasons should contact the dean's office in the college they wish to enter for instructions specific to that college. The college Academic Standards Committee reviews each petition and other relevant information, and reinstatement is based upon that review. As part of the petition process, students must submit a plan for academic success that identifies the causes of their poor academic performance and demonstrates that they have taken actions to avoid or eliminate these causes.
2. Students can only be reinstated after at least one academic semester has elapsed since they were academically dismissed. The summer session is not a semester for the purpose of being out of school one semester.

3. Students who have been dismissed from enrollment two or more times is not eligible for reinstatement until at least two academic semesters have elapsed since their last academic dismissal.
4. Students who were dismissed by one college and subsequently reinstated by another college cannot transfer back to the original college unless permission is granted by the Academic Standards Committee of the original college. This procedure applies regardless of the student's academic standing when the transfer is requested.
5. To be considered for reinstatement to the university, students must file a reentry form and submit a petition to the Academic Standards Committee of the college in which they desire to enroll at least 45 days before the beginning of the semester. (Students dismissed for the second time and requesting reinstatement in the College of Liberal Arts and Sciences must submit their petition 70 days before the beginning of the semester.)
6. As a condition of reinstatement, students will reenter on academic probation and must accept whatever additional requirements are stipulated by the college Academic Standards Committee. Examples include full- or part-time status, specified credit hours, specific courses, specific GPAs, restriction on choice of major, and required counseling.



## Appendix C Projection of Impact

### Actual Dismissals Based on Current Academic Standards Rules Compared to Projected Dismissals Based on Proposed Rules

| <b>Fall 2002</b>                           | AG   | BUS  | DSGN | EDUC | ENGR | FCS  | LAS  | TOTAL |
|--|------|------|------|------|------|------|------|-------|
| Actual dismissals (based on current rules) | 50   | 72   | 19   | 39   | 81   | 11   | 137  | 409   |
| Projected dismissals (based on proposal)   | 70   | 75   | 19   | 27   | 78   | 19   | 171  | 459   |
|  | 140% | 104% | 100% | 69%  | 96%  | 173% | 125% | 112%  |

| <b>Spring/Summer 2003</b>                  | AG   | BUS  | DSGN | EDUC | ENGR | FCS  | LAS  | TOTAL |
|--|------|------|------|------|------|------|------|-------|
| Actual dismissals (based on current rules) | 52   | 67   | 21   | 46   | 95   | 15   | 137  | 433   |
| Projected dismissals (based on proposal)   | 103  | 105  | 28   | 53   | 119  | 30   | 245  | 683   |
|  | 198% | 157% | 133% | 115% | 125% | 200% | 179% | 158%  |

| <b>Fall 2003</b>                           | AG   | BUS  | DSGN | EDUC | ENGR | FCS  | LAS  | TOTAL |
|--|------|------|------|------|------|------|------|-------|
| Actual dismissals (based on current rules) | 41   | 78   | 29   | 41   | 101  | 19   | 111  | 420   |
| Projected dismissals (based on proposal)   | 69   | 85   | 37   | 39   | 87   | 26   | 166  | 509   |
|  | 168% | 109% | 128% | 95%  | 86%  | 137% | 150% | 121%  |

| <b>Spring/Summer 2004</b>                  | AG   | BUS  | DSGN | EDUC | ENGR | FCS  | LAS  | TOTAL |
|--|------|------|------|------|------|------|------|-------|
| Actual dismissals (based on current rules) | 28   | 63   | 25   | 31   | 108  | 16   | 140  | 411   |
| Projected dismissals (based on proposal)   | 52   | 66   | 29   | 31   | 111  | 16   | 178  | 483   |
|  | 186% | 105% | 116% | 100% | 103% | 100% | 127% | 118%  |

Note - Dismissal estimates are based on a strict interpretation of the rules, without early reinstatements or other special cases.

Prepared by the Office of the Registrar  
November 30, 2004

## Appendix D

### Benefits to the University

The vision we used while considering our charge was that academic standards should identify students experiencing academic difficulty early so that the source of that difficulty can be identified and resources can be focused to help those students overcome those challenges. We believe that if implemented the preceding recommendations will provide the following benefits to the University as a whole:

- 1) The University should see an increased graduation rate. Some of the students experience academic problems because they are in programs that are not suited to their talents. Many of those students do not consider other options until academic probation forces them to do so and in some cases they have accumulated a high number of quality point deficiencies. Redirection to more appropriate major earlier should enable students to graduate where before they would not change majors until it was very difficult for them to recover. In addition, the recommendations should cause students who are in appropriate majors to deal with their barriers before their cumulative averages drop to impossible levels.
- 2) Students will graduate with higher GPA's. Students will be forced to address their academic issues earlier, in many cases before their cumulative GPA's drop below 2.0. Therefore, students will have fewer quality point deficiencies to make up and should have higher cumulative averages at graduation.
- 3) Students will incur less debt. We anticipate students who experience academic problems will be forced to deal with those more quickly and will have fewer wasted semesters. Therefore, they should take fewer semesters to graduate and incur less debt during their academic careers.