

Taskforce on Academic Probation & Suspension Processes and a Supportive Alternative Pathway

Purpose

This taskforce is being convened to review the current academic suspension policies and practices. The goal is to determine if our current policy supports our mission and to consider alternatives to those practices. The taskforce will also consider if a Supportive Alternative Pathway can be constructed as an on-campus alternative to suspension. Presently our year-long suspension policy is more punitive than many peer institutions. *The taskforce will proceed with the assumption that the process of academic warning, probation, and suspension should support student retention and success.*

Although the taskforce will further develop its mission and goals once it is staffed, it was conceived with two initial goals in mind; 1) to review the duration of suspension and explore if one semester is a viable alternative to our year-long policy, and 2) explore the development of a voluntary, alternative track to suspension that would allow students to stay on campus while providing intensive support and success strategies. This could include a strategies class that would allow them to maintain full-time status while reducing their subject load to help get back on track.

Background

The basic grounds and processes for probation and suspension at UNI are as follows:

- UNI GPA <2.0 in 1st semester = alert
- UNI GPA <1.0 in 1st semester = probation
- UNI GPA <2.0 in 2nd or later semester = probation
- Once on probation, semester GPA \geq 2.0 but UNI GPA still below 2.0 = continued probation
- Once on probation, semester GPA <2.0 and UNI GPA below 2.0 = suspension for 1 year
 - Students on alert or probation are limited to 14 credit hours
 - Students on probation who earn a semester GPS <2.0 are suspended for 1 calendar year
 - Early readmission through CARR only in “extenuating circumstances”
 - A second suspension = expulsion; clause for “extenuating circumstances”

Comparison of suspension duration for other state and peer campuses:

Peer Institution	Suspension Duration (semesters)
UNI	2
ISU	1
UI	2
College of Charleston	2
Eastern Illinois University	1
Ferris State University	1
James Madison University	2
Marshall University	1
Southern Illinois University-Edwardsville	1
Truman State University	1
University of Massachusetts-Dartmouth	1
University of Minnesota-Duluth	1

Initial Questions

Although the taskforce will further develop its charge once fully staffed, there are several questions that might be addressed early in the process. The answers will help shape the final direction of the taskforce.

- What impact does probation or suspension have on student retention and success?
 - Does it increase or decrease the likelihood of student's dropping out or transferring to another campus?
- What duration of suspension yields and best outcome for student success?
- Does the duration of a suspension, in our case one academic year, impact the likelihood of students' dropping out or transferring to another campus?
- Does encouraging students to take classes at community colleges during suspension provide meaningful value to the student's ultimate success at UNI?
 - Is the grade replacement model we use in the student's and UNI's best interest?
 - Does taking classes at a CC better prepare them to return to UNI?
- Can we create an alternative pathway to retain students on campus while maintaining the purpose and outcomes of the suspension policy?

Membership

- Patrick Pease, Office of the Provost
- Matt Kroeger, Enrollment Management
- Kristin Woods, Student Affairs, Student Success & Retention
- Jade Horning, Student Affairs, Student Success & Retention
- Joyce Morrow, Office of the Registrar
- Heather Asmus, Academic Advising & CARR
- Deedee Heistad, Undergraduate Studies
- Kristin Moser, IR&E
- Terri Lasswell, CADH
- Peter Neibert, Senate
- Issac Newsome, Student