

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: R. Retention Standards

April 2002

1. Coverage

The University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College are included in this subsection. The retention policies do not apply to postsecondary and community college career technical schools.

2. Purposes

The purposes of the retention policies are to: (a) promote institutional policies which meet or exceed minimum standards for retention, dismissal, readmission, testing, and academic advising in higher education; (b) establish minimum standards for programs designed to assist students in achieving their academic goals; and (c) establish a mechanism which will permit monitoring of the system's retention and graduation rates.

3. Policies

The college and universities must, no later than fall semester 1989, establish institutional policies which meet or exceed the following minimum retention standards. Additional and more rigorous requirements also may be established by the college and universities for retention in specific programs, departments, schools, or colleges within the institutions.

a. Grade Retention (uniform among institutions)

Establish the minimum grade point average (GPA) required for students to be in good standing based upon the number of credits earned and the grades received, as follows:

<u>Minimum Cumulative Credits Earned</u>	<u>GPA Required</u>
1-6	1.00
7-32	1.60
33-64	1.80
65 or more	2.00

The grade retention standards for purposes of continuation are based on the total number of credits earned at all institutions attended and the GPA earned at the present institution.

b. Academic Warning

Establish a system to alert students of potential academic difficulties and to take early corrective action before a student's record deteriorates to a point that precludes academic success.

c. Academic Probation and Dismissal

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: R. Retention Standards

April 2002

- (1) Assign probationary academic status to students failing to maintain the minimum grade retention standards in 3.a. above;
- (2) Develop a program offering advising or counseling and require students to demonstrate progress during the probationary semester;
- (3) Establish an internal institutional alert to students on probation;
- (4) Remove probationary status in the subsequent semester for students raising the cumulative GPA to meet or exceed the minimum grade retention standards in 3.a. above;
- (5) Continue probationary status for students earning a 2.00 GPA in the subsequent semester but not achieving the minimum grade retention standards in 3.a. above; and
- (6) Dismiss from the institution those students who during the subsequent semester neither meet the minimum grade retention standards in 3.a. above nor achieve a 2.00 GPA.

d. Reinstatement after Dismissal

Each institution may automatically reinstate after a one-semester lay out those students who have been dismissed for the first time and may automatically reinstate after a one-year lay out those students who have been dismissed a second time; no more than two (2) reinstatements will be permitted (third dismissal is final). Students seeking reinstatement prior to expiration of the mandatory lay out period may petition the appropriate institutional committee. Summer does not qualify for a semester lay out period.

e. Transfer Students

The grade retention standards for purposes of continuation are based on the total number of credits earned at all institutions attended and the GPA earned at the present institution. Transfer students who enter on probation must achieve a 2.00 GPA in the first semester or be dismissed.

f. Testing

- (1) Encourage use of CLEP (College Level Examination Program) tests for basic courses and advanced placement to attract good students; conduct research on subsequent academic performance of those who pass CLEP exams to validate cut-off scores.
- (2) Encourage College Board Advanced Placement programs for Idaho high school students.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: R. Retention Standards

April 2002

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- (3) Develop and maintain strong testing and placement programs, particularly in reading, writing, and mathematics.

g. Academic Advising

- (1) For those faculty members assigned to academic advising, include the assignment in the job description and establish performance on it as one (1) criterion for determination of load and evaluation for promotion, tenure, and merit increases or the reward of bonuses or release time.
- (2) Formalize and strengthen academic advising to ensure the following minimum efforts: recruitment, selection, and training of faculty advisors for undergraduate students, and development and coordination of advising programs for special populations (provisional and probationary students, high-risk students).
- (3) Instruct faculty members to list academic advising as "academic" rather than "student affairs" time on the Cost Study forms.

4. Periodic Evaluation

The Board will establish a mechanism for monitoring institutional compliance and conduct and report periodic analyses of the impact, problems and benefits of the retention standards.