



S.08-81

OFFICE OF THE  
ASSOCIATE VICE PRESIDENT ACADEMIC AND ASSOCIATE PROVOST

MEMO

ATTENTION	Senate
FROM	Bill Krane, Chair Senate Committee on Undergraduate Studies <i>Bill Krane</i>
RE	STUDENT SUCCESS PROGRAM EXTENSION (SCUS 08-06)
DATE	May 13, 2008

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of May 6, 2008, gives rise to the following recommendation:

STUDENT SUCCESS PROGRAM EXTENSION

**Motion**

“that Senate approve the extension of exemptions made to existing Standing and Continuance policies, as related to the Student Success program, for two years; from April 2008 to August 2010, and approve the expansion of target groups to the Faculty of Science.”



MEMO

Student Services  
MBC 3000  
8888 University Drive  
Burnaby, BC V5A1S6  
Canada

ATTENTION SCUS

FROM Rummana Khan Hemani  
Director, Academic Advising and Student Success

RE Student Success Program - Request for Extension of Special Exemptions from Undergraduate Academic Standing & Continuance Policy

DATE April 25, 2008

At its meeting in May 2007, SCUS approved, on a one-time basis, three exemptions to the Undergraduate Academic Standing & Continuance Policy for International and Faculty of Applied Sciences students who were 'Required to Withdraw' from the University at the end of the Spring, Summer, and Fall 2007 semesters (see Appendix A) . Essentially, these exemptions allowed eligible students in these two groups to 'Continue on Academic Probation' at the University, if they participated in the Student Success Program.

Early results of the Program have been promising (see Appendix B), and at this point, we are recommending the pilot be extended for a one year period, September 2008 to August 2009, in its current format (see Appendix C). A proposal regarding extension of the pilot was submitted for discussion at the April 2, 2008 VP/Deans meeting (see Appendix D), and received strong support. As such, we request SCUS approve an extension to the original policy exemptions for a further one year period, ending August 31, 2009. Two amendments are proposed to the exemptions: expansion of the target groups and a change in the fee policy.

**1. Target Groups**

**1.1 Continue with all eligible International students:**

- In comparison to domestic students, international students have double the rates of academic difficulty.
- International students have rising attrition rates.
- The University has committed to improving international student success and retention rates.
- Early indicators show that international students benefit greatly from this type of personalized intervention.

**1.2 Continue with eligible domestic Faculty of Applied Sciences students:**

- Significant resources have been dedicated to customizing components of this program for FAS.

**1.3 Extend program to include eligible domestic Faculty of Science students:**

- Highest percentage of RTW students originates from Science.
- Math department has already been involved in the original program curriculum development, particularly around quantitative issues, and this work can easily be expanded on to meet the needs of Science students.

To stay within our program capacity goals for 2008/09, it may be necessary to implement some form of eligibility criteria or filter for domestic students in Applied Sciences and Science. Initially, this could be a minimum number of attempted units, but requires further analysis and recommendation based on the program evaluation. This will be undertaken in the Fall 2008 semester, following completion of the Spring/Summer 2008 cohort, and a full report will be provided to SCUS.

**2. Program Fee Change**

Currently, students are charged \$250 in each semester of the two-semester Program. They are eligible for a \$250 tuition credit if they complete the Program, are eligible to continue at the

University (either on probation or in good standing), and enroll in a subsequent term. Going forward we propose that the Program retain the entire \$500. This allows us to extend the Program to more students, and seems appropriate given the substantial value of the Program.

In addition to the RTW Student Success Program, we will be developing academic success initiatives to address other areas of concern. These include strategies for students 'On Academic Probation', undeclared students above 45 credits, and entrance scholarship students. These will primarily be introduced for students in Arts & Social Sciences largely through optimization of resources in place for the RTW Student Success Program.

- c. Nello Angerilli, Associate VP, Students and International  
Nancy Johnston, Senior Director, Student Learning and Retention  
Kate Ross, Registrar & Senior Director, Student Enrollment  
Mehran Kiai, Director, Enrollment Services  
Richard MacLeod, Director, Records & Registration

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ATTENTION SCUS

FROM Rummana Khan Hemani  
Director, Academic Advising and Student Success

RE Student Success Program - Special Exemptions from Undergraduate  
Academic Standing & Continuance Policy

DATE May 30, 2007

Further to my memo of April 25, 2007, I am providing clarification and additional detail regarding the "Student Success" program and proposed changes to the Academic Standing and Continuance policy. The attached document seeks to address concerns and questions raised by SCUS at its meeting on May 1, 2007. Also, previously three amendments to the Academic Standing and Continuance policy had been proposed. These are now put forth as a request for 'exemptions' to the current policy. The 'exemptions' that will be required for the students who are selected and enroll in the pilot program are as follows:

1. *Current:* An undergraduate student's academic standing is evaluated upon completion of 9 credit hours. If a student's CGPA is below 2.00, they are placed on Academic Probation (OAP). Upon completion of a subsequent semester, regardless of the number of credits completed, a student is RTW if both their SGPA (semester grade point average) and CGPA (cumulative grade point average) are below 2.00. If their SGPA is  $\geq 2.00$  and CGPA is  $\leq 2.00$ , then the student's standing is Continued on Academic Probation (CAP).

*Proposed:* At the end of the first enrolled semester subsequent to being placed on Academic Probation, international and Faculty of Applied Sciences students with both a SGPA and CGPA below 2.00, rather than being RTW, will be invited to enroll in the "Student Success" program. If they choose this option, then their academic standing will be changed to CAP. Students who do not take up the program will remain RTW, and will be required to meet the normal readmission requirements.

2. *Current:* A student whose academic standing is CAP will be RTW if both their SGPA and CGPA are below 2.00 in a subsequent semester. If their SGPA is  $\geq 2.00$  and CGPA is  $\leq 2.00$ , then the student's standing remains CAP.

*Proposed:* At the end of Semester One of the "Student Success" program, if both the SGPA and CGPA are below 2.00, a student will only be RTW if they have not completed the prescribed non-credit modules. This is the only exception to the current evaluation policy for students enrolled in the program. At the end of Semester Two, the current evaluation policy will apply to all students.

3. *Current:* A student whose academic standing is OAP or CAP will not be permitted to enroll in a course overload.

*Proposed:* A student enrolled in the "Student Success" program will not be permitted to exceed 9 credit hours of regular course enrollment, with the exception of students whose CGPA  $\geq 2.00$  at the end of Semester One. These students will be in Good Academic Standing.

If approved, the above policy exemptions, in conjunction with the "Student Success" program, should be reviewed at the end of the Spring 2008 semester. At that point the program will have been in place for two semesters, which should provide an adequate review period. Using both quantitative and qualitative assessment methods, the program's affect on student success will be measured, and a recommendation will be brought forward regarding the program's future.

- c. Nello Angerilli, Associate VP, Students and International  
Nancy Johnston, Senior Director, Student Learning and Retention  
Kate Ross, Registrar & Senior Director, Student Enrollment  
Richard MacLeod, Director (Acting), Records & Registration

## UNDERGRADUATE ACADEMIC STANDING & CONTINUANCE POLICY

### Standing Required for Continuance

Every student is expected to maintain an acceptable standard of scholarship. Specifically, a student must maintain a minimum CGPA of 2.00. A student who does not do so shall be considered to be performing unsatisfactorily in his/her studies.

- upon first admission to Simon Fraser University, a student shall be placed in good academic standing
- academic performance shall be evaluated on Simon Fraser University courses that have assigned grades ('assigned grade' include grades A+ through to D, F, and N, but exclude P, W, CR, AE, CC, DE, GN, FX, IP and AU)

### Academic Alert

A student whose semester grade point average (SGPA) falls below 2.00, but who is not placed on any of the academic standings given below, shall receive an 'academic alert' notification and shall be advised to seek guidance at Academic Advising and Student Success in Student Services.

### Academic Probation

A student who has a CGPA of less than 2.00 shall be placed on academic probation (OAP). A student on academic probation may not register in a course overload. A student on OAP standing may not receive a 'letter or permission' to attend another university or college.

### Required to Withdraw

A student may be required to withdraw (RTW) after one or more semesters on academic probation (see 'outcomes for a student on academic probation' below). A student on RTW standing may not receive a 'letter or permission' to attend another university or college.

### Extended Withdrawal

A student may be placed on extended withdrawal (EW) after she/he is required to withdraw (RTW), is readmitted and subsequently is on academic probation for one or more semesters (see Outcomes for a Student on Academic Probation below). A student on EW standing may not receive a 'letter of permission' to attend another university or college.

### Outcomes for a Student on Academic Probation

A student on academic probation shall be evaluated at the end of each semester. If at the end of the semester

- the SGPA and the CGPA are each 2.00 or higher, the student shall be in good academic standing
- the SGPA is 2.00 or higher, but the CGPA is less than 2.00, the student shall continue on academic probation
- the SGPA is less than 2.00, but the CGPA is 2.00 or higher, the student shall continue on academic probation. (This could occur if a student repeats a course.)
- both the SGPA and the CGPA are less than 2.00, the student shall be required to withdraw (RTW) from the university or, if previously required to withdraw (RTW), shall be placed on extended withdrawal (EW)

## **Readmission of Involuntarily Withdrawn Students**

A former student who is involuntarily withdrawn from the University (required to withdraw or placed on extended withdrawal) may apply for readmission based on performance achieved in external academic course work completed after she/he last registered at Simon Fraser University (see below for details).

### ***Readmission after Required to Withdraw***

A former student who is required to withdraw (RTW) shall be eligible for readmission if she/he completes externally further transferable academic work according to the following schedule (any of the following five options):

- 12-17 credit hours with a minimum 3.50 GPA
- 18-23 credit hours with a minimum 3.00 GPA
- 24-29 credit hours with a minimum 2.75 GPA or with the acceptance GPA (see *Acceptance GPA* below) whichever is higher
- 30 or more credit hours with the acceptance GPA (see *Acceptance GPA* below)
- a completed 2 year technical diploma with a 70% minimum average and at least 12 credit hours of transferable course work with a minimum 2.75 GPA. (The transferable work may be within the diploma program or supplementary to it.)

### ***Readmission of Students on Extended Withdrawal***

A former student on extended withdrawal (EW) shall be eligible for readmission if she/he completes further transferable academic work according to the following schedule (any of the following five options):

- 24-35 credit hours with a minimum 3.50 GPA
- 36-47 credit hours with a minimum 3.00 GPA
- 48-59 credit hours with a minimum 2.75 GPA or with the acceptance GPA (see *Acceptance GPA* below), whichever is higher
- 60 or more credit hours with the acceptance GPA
- a completed two year technical diploma with a 70% minimum average and at least 24 credit hours of transferable course work with a minimum 2.75 GPA. (The transferable work may be within the diploma program or supplementary to it.)

### ***Acceptance GPA***

The acceptance GPA refers to the minimum admission GPA in effect for that semester for British Columbia college transfer students, according to enrolment limitation measures. The acceptance GPA may vary.

## Student Success Program

### Additional information requested by SCUS:

1. What is the cost to students for enrolling in the program?

The cost for the two-semester program will be \$500 (total for two semesters), and will be the same for both international and domestic students. The full amount will be charged at the beginning of the first semester. Students who are eligible to continue at the University, i.e. not Required to Withdraw (RTW), after completion of the second semester will receive a \$250 tuition credit towards their subsequent semester's tuition fees. In addition, students can enroll in up to 9 credit hours of regular courses. Normal tuition and fees will apply to credit courses, with international students admitted Fall 2003 and onwards paying the differential rate.

2. What contextual changes are driving this program?

In response to the growing number of students with poor academic standing, and the institutional objective to improve student retention, we must develop proactive strategies that support student success and retention. This type of program has been proven to improve retention rates amongst students who are struggling academically. Data shows that our RTW and OAP rates have been generally increasing since 2000. Given the declining admission averages of our new students, we can anticipate this trend to continue. Therefore, it will become increasingly important for us to support students who are facing academic difficulties. We know that improved retention rates results in improved reputation, which, over the long term, leads to greater success in recruiting high quality students. We can consider this program an investment in our students that should have long lasting returns.

3. Why is this program being targeted to RTW students?

The pilot program is targeted to RTW students; however, subsequent phases of the program would be expanded to include OAP students. Given the challenges the University is facing in meeting new student targets, we are more reliant on continuing or returning students. As a 'stop-gap' strategy, an immediate reduction in student attrition can be realized by reducing the number of students who are RTW. We know that significant numbers of these students are not returning to the University for various reasons that merit further investigation. It would certainly be a desirable long term strategy to implement this program for students on academic probation, or even earlier, and actually, reduce the number of students who reach 'academic crisis'.

4. Why is this program being targeted to International students?

The primary reasons for targeting international students:

- International students are overrepresented in the group of RTW students (see tables 1 and 2)
- International student retention is an area of significant concern, particularly as it becomes increasingly difficult to recruit new international students to meet enrollment targets
- Data shows that, after being RTW, International students return to study at the University at significantly lower rates than domestic students (see table 3)
- During the discussions regarding partnering with IBT, in response to concerns raised by students, the University promised to enhance activities for international student retention

Table 1 shows the proportion of international students versus domestic students, admitted in a given year, who became RTW.

Table 1: Students Required to Withdraw within 2 Years of Admission (Admit Year=2004/2005)

	# Admitted	# RTW	% RTW
<b>Overall</b>	6617	730	11.0
<b>Domestic</b>	5917	623	10.5
<b>International</b>	700	107	15.3
<b>BC College Transfer</b>	2620	237	9.0
<b>BC High School</b>	2526	394	15.6



Table 2 (a) shows the percentage of registered international students who were RTW over a 10 year period and Table 2 (b) shows the percentage of registered domestic students who were RTW for the same period.

Table 2(a)

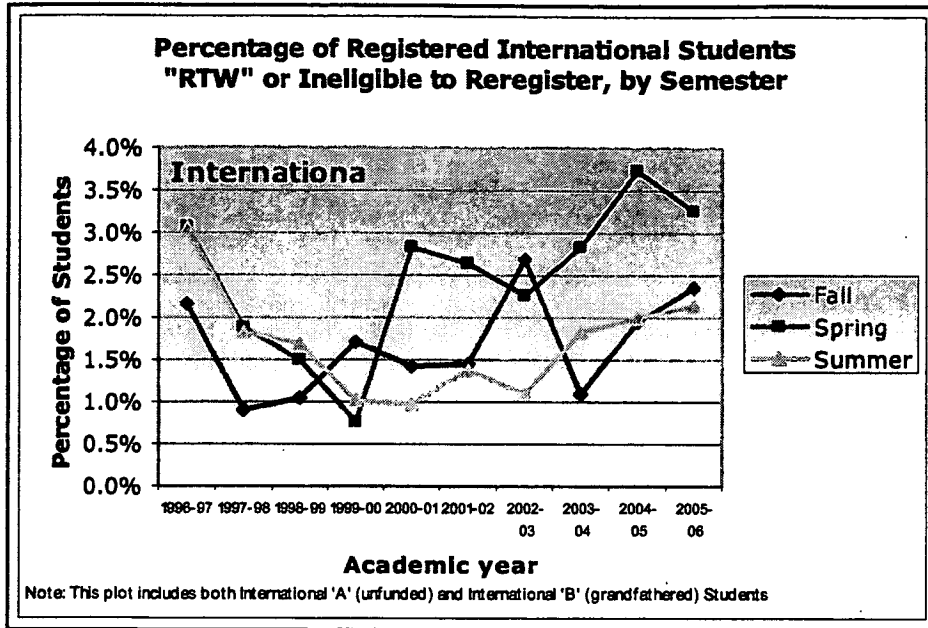


Table 2(b)

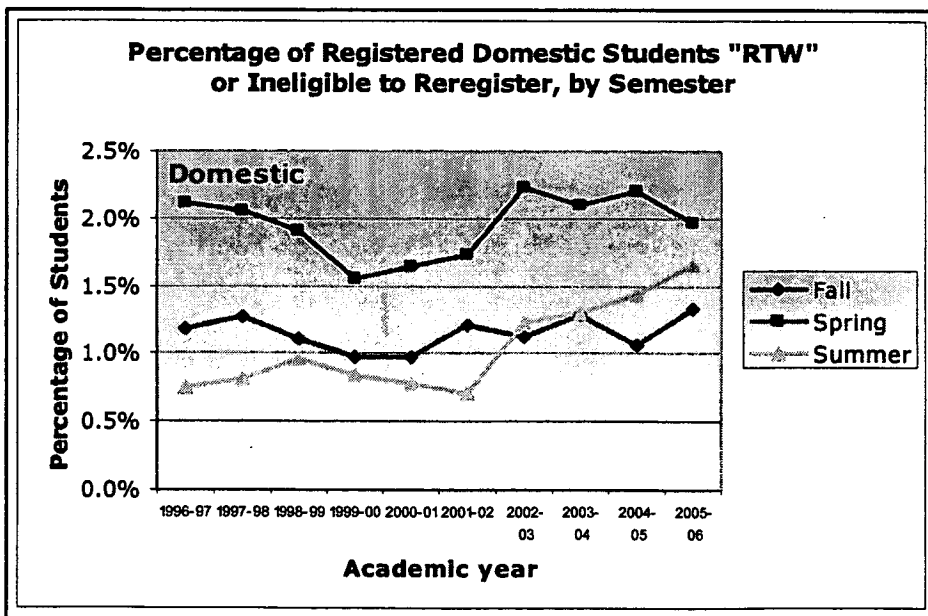


Table 3 shows the proportion of domestic students versus international students who returned to the University after being RTW.

Table 3: RTW Students Outcomes

RTW Undergraduate Students Admitted Fall 1996 to Summer 2006

	#RTW			%RTW		
	Dom	Intl	Total	Dom	Intl	Overall
Returning	1087	28	1115	22.9	11.8	22.4
Not Returning	3658	210	3868	77.1	88.2	77.6

5. What is the program budget?

### Student Success Program Budget 2007/2008

**Costs**

Module development	\$20,000
1.0 FTE Program Coordinator	\$81,661
1.0 FTE Academic Advisor	\$65,524
On-line assessment tools	\$3,091
1.5 FTE Learning Skills Coordinator	\$122,492
Material & Supplies	\$4,000.00
<b>Total</b>	<b>\$296,768</b>

We will have to factor in resources required at the faculty level for additional advising

**Revenue**

Program Fee for 250 Students @ \$250/ea	\$63,750
Applied Science	\$100,000
<b>Total</b>	<b>\$163,750</b>

<b>Funding request from VPA</b>	<b>\$133,018</b>
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<b>Incremental Tuition &amp; Fees for 250 Students</b>	
Domestic Students (125)	\$372,798
International Students (125)	\$1,122,948
<b>Total</b>	<b>\$1,495,745</b>

6. What are the resource implications for the Faculties?

The pilot program is being developed for students in the Faculty of Applied Sciences and International students. All students entering the Student Success program will be assigned an academic advisor in Student Services. Where a student has a declared major, their assigned academic advisor will consult with their department or school advisor to develop an appropriate course plan for the student. This will typically average one hour per student. The large majority of International students who are RTW do not have a declared major, and therefore, they will primarily seek academic advising in Student Services. The following table shows the breakdown of International and Applied Sciences RTW students by program and declared major:

RTW International Students (excluding Applied Sciences)

Spring 2007 Term (1071 Actual)

Prog	Intl A	Intl B	Declared	Undeclared
BA	28	1	2	27
BSC	13	0	7	6
BUS	5	0	5	0
HLTH	1	0	1	0
<b>Total</b>	<b>47</b>	<b>1</b>	<b>15</b>	<b>33</b>

\* non-degree seeking Arts

Summer 2007 Term (1074 Projected)

Prog	Intl A	Intl B	Declared	Undeclared
BA	19	1	1	19
BSC	5	0	3	2
BUS	1	0	1	0
HLTH	0	0	0	0
<b>Total</b>	<b>25</b>	<b>1</b>	<b>5</b>	<b>21</b>

Fall 2007 term (1077 Projected)

Prog	Intl A	Intl B	Declared	Undeclared
BA	41	1	3	39
BSC	3	0	2	1
BUS	0	0	0	0
HLTH	0	0	0	0
<b>Total</b>	<b>44</b>	<b>1</b>	<b>5</b>	<b>40</b>

RTW Applied Sciences Students (Domestic and International)

Spring 2007 Term (1071 Actual)

Prog	Intl A	Intl B	Domestic
BACH	1	0	22
BGSAP	1	0	1
CMNS	1	0	9
CMPT	2	0	15
ENSC	2	0	10
IAT	2	0	1
IATA	0	0	2
KIN	0	0	9
PCMPT	1	0	0
<b>Total</b>	<b>10</b>	<b>0</b>	<b>73</b>

Summer 2007 Term (1074 Projected)

Prog	Intl A	Intl B	Domestic
BACH	2	0	8
BGSAP	0	0	3
CMNS	0	0	2
CMPT	0	0	5
ENSC	1	0	5
IAT	0	0	0
IATA	0	0	0
KIN	0	0	2
PCMNS	0	0	1
<i>Total</i>	3	0	26

Fall 2007 Term (1077 Projected)

Prog	Intl A	Intl B	Domestic
BACH	0	0	11
BGSAP	0	0	1
CMNS	1	0	2
CMPT	2	0	2
ENSC	3	0	7
IAT	0	0	1
IATA	0	0	0
KIN	0	0	1
PCMNS	0	0	0
<i>Total</i>	6	0	25

7. What is the program curriculum?

- The program curriculum is being developed by a working group with staff and faculty from Student Learning & Retention, Student Learning Commons, Health and Counselling, Faculty of Applied Sciences, Mathematics and Statistics, and the FAL (Foundations of Academic Literacy) program
- Students will be allowed to take up to 9 credit hours per semester of regular courses, as prescribed by their academic advisor, in each of the two semesters
- Several individual academic advising consultations per semester
- A written agreement between the student and the program outlining expectations from each party
- Every student will receive an assessment of their study/learning skills and other academic skills, e.g. writing and numeracy; areas requiring strengthening and support will be identified
- Every student will develop a personal learning plan prescribing resources, workshops, and non-credit modules
- All students will be required to take a core study/learning skills module (non-credit); topics covered will include time management, motivation, exam anxiety, academic writing, library/research skills, etc.
- Where appropriate students will be directed to take FALX99 and/or FANX99
- Additional non-credit modules (two to four weeks) will be prescribed as required:
  - International student transition
  - English as an Additional Language modules for reading, writing, and oral skill development
  - Budgeting workshop offered by Financial Aid & Awards
  - Computer skills, e.g. MS Word, Excel, SPSS
  - On-line instructional modules for improving study/learning skills
  - Discipline specific modules will be developed by instructors/faculty
- Students will also be encouraged to participate in facilitated study groups led by peer educators and other peer led programs, such as the International Mentorship program
- Where appropriate students will be directed to Counselling Services, the Centre for Students with Disabilities, Student Learning Commons, etc.
- On-line non-credit module to keep students on track during semester two

8. Do the two semesters in the program need to be consecutive?

During the pilot the two semesters will need to be taken consecutively as the program is only being offered for a limited number of semesters. There will only be two intakes for the pilot year; one in September 2007 and second in January 2008. Students who are RTW in either the Spring or Summer 2007 semesters will be invited to participate in the program during Fall 2007 and Spring 2008 semesters. Students who are RTW in the Fall 2007 semester will be invited to participate in the program during the Spring and Summer 2008 semesters. The program will be reviewed both during the Spring and Summer 2008 semesters. A recommendation regarding the program's future will be presented in May 2008.

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ATTENTION SCUS

FROM Rummana Khan Hemani  
Director, Academic Advising and Student Success

RE Changes to Undergraduate Academic Standing &amp; Continuance Policy

DATE April 25, 2007

The percentage of registered undergraduate students with poor academic standing has been generally increasing since about 2000. While the percentage is relatively small, the increasing student population translates into significant increases in the number of students in academic difficulty. A recent study conducted by Analytical Studies shows that only 22% of students who were "Required to Withdraw" over a ten year period, Fall 1996 to Summer 2006, returned to SFU.

Our current Academic Standing and Continuance policy evaluates students on the basis of grade point average alone. However, we know that there are a number of factors which can contribute to a student's academic achievement, particularly in their early semesters. We are in the early stages of developing a pilot initiative aimed at improving undergraduate student retention amongst under-performing students. This two-semester "Student Success" program provides a "safety net" for students by integrating intensive academic advising and non-credit modules designed to teach skills for academic success and development.

During the proposed pilot phase, September 2007 to August 2008, the program will be offered to International and Faculty of Applied Science students who would normally be "Required to Withdraw" from the University due to unsatisfactory academic performance. International students are targeted for two main reasons. First, they are overrepresented in the group of RTW students. Second, it is becoming increasingly difficult to meet our International student enrollment targets through new admits. FAS students were selected as they have seen a marked increase in RTW students since 2003. It is estimated that approximately 275 students within the two targeted student groups will be RTW during the Fall 2007, Spring 2008, and Summer 2008 semesters. To ensure successful implementation of the program, given its resource-intensive nature and integration across multiple administrative and academic units, the pilot should be small-scale. Ideally, if the pilot is successful, then consideration should be given to increasing its scope to other Faculties, as well as students on Academic Probation.

Attached is the program proposal, which has received strong support at the VP/Dean's table. Implementation of the "Student Success" program requires three amendments to the Academic Standing and Continuance policy (see attached):

1. *Current:* An undergraduate student's academic standing is evaluated upon completion of 9 credit hours. If a student's CGPA is below 2.00, they are placed on Academic Probation (OAP). Upon completion of a subsequent semester, regardless of the number of credits completed, a student is RTW if both their SGPA (semester grade point average) and CGPA (cumulative grade point average) are below 2.00. If their SGPA is  $\geq 2.00$  and CGPA is  $\leq 2.00$ , then the student's standing is Continued on Academic Probation (CAP).

*Proposed:* In the first enrolled semester subsequent to being placed on Academic Probation, if a student's SGPA and CGPA are both below 2.00, rather than being RTW, they will be invited to enroll in the "Student Success" program. If they choose this option, then their academic standing will be changed to CAP. Students who do not take up the program will remain RTW, and will be required to meet the normal readmission requirements (see attached).

2. *Current:* A student whose academic standing is CAP will be RTW if both their SGPA and CGPA are below 2.00 in a subsequent semester. If their SGPA is  $\geq 2.00$  and CGPA is  $\leq 2.00$ , then the student's standing remains CAP.

*Proposed:* At the end of Semester One of the "Student Success" program, if both the SGPA and CGPA are below 2.00, a student will only be RTW if they have not completed the prescribed non-credit modules. This is the only exception to the current evaluation policy for students enrolled in the program. At the end of Semester Two, the current evaluation policy will apply to all students.

3. *Current:* A student whose academic standing is OAP or CAP will not be permitted to enroll in a course overload.

*Proposed:* A student enrolled in the "Student Success" program will not be permitted to exceed 9 credit hours of regular course enrollment, with the exception of students whose CGPA  $\geq 2.00$  at the end of Semester One. These students will be in Good Academic Standing.

If approved, the above policy changes, in conjunction with the "Student Success" program, should be reviewed at the end of the Spring 2008 semester. At that point the program will have been in place for two semesters, which should provide an adequate review period. Using both quantitative and qualitative assessment methods, the program's affect on student success will be measured, and a recommendation will be brought forward regarding the program's future.

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## UNDERGRADUATE ACADEMIC STANDING & CONTINUANCE POLICY

### Standing Required for Continuance

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A student whose semester grade point average (SGPA) falls below 2.00, but who is not placed on any of the academic standings given below, shall receive an 'academic alert' notification and shall be advised to seek guidance at Academic Advising and Student Success in Student Services.

### Academic Probation

A student who has a CGPA of less than 2.00 shall be placed on academic probation (OAP). A student on academic probation may not register in a course overload. A student on OAP standing may not receive a 'letter or permission' to attend another university or college.

### Required to Withdraw

A student may be required to withdraw (RTW) after one or more semesters on academic probation (see 'outcomes for a student on academic probation' below). A student on RTW standing may not receive a 'letter or permission' to attend another university or college.

### Extended Withdrawal

A student may be placed on extended withdrawal (EW) after she/he is required to withdraw (RTW), is readmitted and subsequently is on academic probation for one or more semesters (see Outcomes for a Student on Academic Probation below). A student on EW standing may not receive a 'letter of permission' to attend another university or college.

### Outcomes for a Student on Academic Probation

- A student on academic probation shall be evaluated at the end of each semester. If at the end of the semester
- the SGPA and the CGPA are each 2.00 or higher, the student shall be in good academic standing
  - the SGPA is 2.00 or higher, but the CGPA is less than 2.00, the student shall continue on academic probation
  - the SGPA is less than 2.00, but the CGPA is 2.00 or higher, the student shall continue on academic probation. (This could occur if a student repeats a course.)
  - both the SGPA and the CGPA are less than 2.00, the student shall be required to withdraw (RTW) from the university or, if previously required to withdraw (RTW), shall be placed on extended withdrawal (EW)



## **Readmission of Involuntarily Withdrawn Students**

A former student who is involuntarily withdrawn from the University (required to withdraw or placed on extended withdrawal) may apply for readmission based on performance achieved in external academic course work completed after she/he last registered at Simon Fraser University (see below for details).

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- 36-47 credit hours with a minimum 3.00 GPA
- 48-59 credit hours with a minimum 2.75 GPA or with the acceptance GPA (see *Acceptance GPA* below), whichever is higher
- 60 or more credit hours with the acceptance GPA
- a completed two year technical diploma with a 70% minimum average and at least 24 credit hours of transferable course work with a minimum 2.75 GPA. (The transferable work may be within the diploma program or supplementary to it.)

### ***Acceptance GPA***

The acceptance GPA refers to the minimum admission GPA in effect for that semester for British Columbia college transfer students, according to enrolment limitation measures. The acceptance GPA may vary.

**Discussion Paper: 'Improving Retention using an Integrated, Collaborative Approach to Student Success'**

Under the current policy on Academic Standing and Continuance, an undergraduate student's academic standing is evaluated upon completion of 9 credit hours. If a student's CGPA is below 2.00, they are placed on Academic Probation. Upon completion of a subsequent semester, regardless of the number of credits completed, a student is Required to Withdraw if their SGPA (semester grade point average) and CGPA are both below 2.00. To be considered for readmission, students must complete transferable courses at another post-secondary institution; readmission is based on the number of transfer credits and CGPA achieved in transfer courses.

**Background Data**

Students on Academic Probation or Required to Withdraw within 2 Years of Admission (Admit Year=2004/2005)<sup>1</sup>

	# Admitted	# OAP	% OAP	# RTW	% RTW
<b>Overall</b>	6617	1763	26.6	730	11.0
<b>Domestic</b>	5917	1517	25.6	623	10.5
<b>International</b>	700	246	35.1	107	15.3
<b>BC College Transfer</b>	2620	644	24.6	237	9.0
<b>BC High School</b>	2526	850	33.7	394	15.6

	# Admitted		# OAP		% OAP		# RTW		% RTW	
	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl
<b>APSC</b>	791	78	256	24	32.4	30.8	132	12	16.8	15.4
<b>ARTS</b>	3700	424	936	153	25.3	36.1	359	65	9.7	15.3
<b>BUS</b>	319	99	46	22	14.4	22.2	16	10	5.0	10.1
<b>SCI</b>	877	99	278	47	31.7	47.5	115	20	13.1	20.2

52% of BC High School students with admission averages between 3.00 and 3.25 were on Academic Probation within two years of admission, compared to 27.7% with admission averages between 3.25 and 3.50 and 8.7% between 3.50 and 3.75. Similarly, almost twice as many BC College Transfer students with admission averages below 2.50 were on Academic Probation compared to those with averages between 2.50 and 3.25.

Students with Unsatisfactory Academic Standing<sup>2</sup>

	# OAP/CAP	% of Total Enrollment	#RTW/PW	% of Total Enrollment
<b>Spring 2006</b>	960	4.9	456	2.3
<b>Summer 2006</b>	530	4.1	232	1.8
<b>Fall 2006</b>	1548	7.5	316	1.5

The percentage of registered students that are RTW each term has been generally increasing since about 2000. While the percentage is small, the increasing SFU student population translates into even larger increases in the number of RTW students. It is important to note that the proportion of international students with unsatisfactory academic standing is higher than the proportion of domestic students enrolled in any given term. In terms of overall numbers, it is estimated that approximately 10 to 15% of students in poor academic standing are international students.

RTW Students Outcomes<sup>3</sup>

RTW Undergraduate Students Admitted Fall 1996 to Summer 2006

	#RTW			%RTW			BOA			BOA%	
	Dom	Intl	Total	Dom	Intl	Overall	BC12	BCCOL	Total	BC12	BCCOL
<b>Returning</b>	1087	28	1115	22.9	11.8	22.4	784	259	1043	25.1	19.9
<b>Not Returning</b>	3658	210	3868	77.1	88.2	77.6	2335	1040	3375	74.9	80.1

<sup>1</sup> Based on Dynamic Student Retention Reporting Tool provided by Analytical Studies

<sup>2</sup> Sources: SIMS Query and Analytical Studies Enrollment Reports

<sup>3</sup> Based on Academic Standing longitudinal study provided by Analytical Studies

The main demographic differences between the groups that did and did not return are:

- Returners are less likely to be international students,
- returners are more likely to have been admitted to SFU from BC-12,
- and returners are more likely to have been in the Faculty of Science at RTW.

### **Problems with Current Practice**

The intent of the current policy is to ensure that students maintain a minimum academic standard during completion of their program. However, because it is based on a very narrow set of criteria with fixed outcomes, it does not give due consideration to individual student situations. As such, we continue to turn away bright, capable students. It must be recognized that there are many factors that contribute to a student's poor academic achievement, particularly in their early semesters. These include, but are not limited to, inadequate learning and study skills, difficulty balancing work and study, transition issues, inappropriate course load/course selection, etc. Although there are a number of resources in place at the University that provide academic and personal support to students, they are largely uncoordinated, and under-utilized by those students who need them most.

### **Recommendations**

In response to the growing number of students with poor academic standing, and the institutional objective to improve student retention, we must develop proactive strategies that support student success and retention. More importantly, these should be integrated and delivered collaboratively across the University. As part of this more progressive approach, we propose the following mechanism for assessing academic success based on broader criteria:

All students who would normally be Required to Withdraw under the current policy should be required to enroll in a one or two-semester 'Student Success' program which incorporates the following elements:

- a written agreement between the student, their academic advisor, and faculty designate outlining an action plan for the student based on a student self-assessment, an advisor assessment, and any other assessment deemed appropriate (e.g. learning specialist, counselor, etc.)
- mandatory one or two semester course designed to teach skills for academic success which incorporates learning and writing skills, peer mentoring, on-line resources, facilitated study groups, English language resources, library skills, etc.
- utilization of prescribed resources, e.g. Health and Counselling, Student Learning Commons, SFU International, Centre for Students with Disabilities, peer mentorship, etc.
- participation in prescribed workshops and seminars aimed at improving study skills, learning skills, time management, etc.
- regular consultations with an assigned academic advisor who will monitor and evaluate progress, approve course selection, make appropriate referrals, and update action plan, as necessary, in consultation with faculty designate
- where necessary, successful completion of preparatory courses, such as FAL and FAN
- restriction on course load to 9 credits per semester

Upon completion of each term in the 'Student Success' Program, a student's academic standing will be evaluated by their advisor and faculty designate. If the student has satisfactorily completed their action plan, then, depending on their level of academic achievement, they will either be reinstated to their regular academic program, on Academic Probation or in Good Academic Standing, or they will be required to enroll in the 'Student Success' Program for a subsequent semester. Details regarding minimum GPA requirements need to be determined.

If a student is not successful at the end of their second term, then they would be required to discontinue with the current requirements for readmission. The university policy which requires students to achieve a minimum CGPA of 2.00 for graduation would remain in place to ensure overall academic standards are maintained.

### **Benefits**

- Improved student success and retention rates
- Improved reputation as an institution that values their students
- Helps to establish a positive, long-term relationship between the institution and student (happy alumni)
- Integrated, collaborative approach utilizing proactive strategies maximizes University resources
- More fair assessment, based which effectively determines the student's ability to be successful
- Combining developmental academic advising, which considers the needs of the students as a whole person, with instruction in practical study, life and learning skills equips the student with long term strategies for success
- Students continue taking regular courses while improving their grades
- Engages students in their own learning
- Proven success at another leading Canadian university, University of Alberta (averaging 60% success rate since its inception five years ago)

### Resource Requirements

A program of this type is resource-intensive at the front-end, but would return significant gains in retention and reputation. A training program would need to be widely available to staff and faculty who will work with 'at-risk' students with this program. It is recommended that this be considered a pilot initiative that could be implemented in phases, e.g. international students in Year 1. The program's success would need to be regularly evaluated using identified performance indicators.

### Estimated Annual Program Budget

Using an estimated number of 250 International and Faculty of Applied Science students Required to Withdraw annually:

## Student Success Program Budget 2007/2008

### Costs

Module development	\$20,000
1.0 FTE Program Coordinator	\$81,661
1.0 FTE Academic Advisor	\$65,524
On-line assessment tools	\$3,091
1.5 FTE Learning Skills Coordinator	\$122,492
Material & Supplies	\$4,000.00
<b>Total</b>	<b>\$296,768</b>

We will have to factor in resources required at the faculty level for additional advising

### Revenue

Program Fee for 250 Students @ \$250 (net)/ea	\$63,750
Applied Science Contribution	\$100,000
<b>Total</b>	<b>\$163,750</b>

Funding request from VPA	\$133,018
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### Anticipated Revenue from Tuition & Fees for 250 Students Retained

Domestic Students (125)	\$372,798
International Students (125)	\$1,122,948
<b>Total</b>	<b>\$1,495,745</b>

Currently, a significant number of these students will expend their tuition dollars at other institutions after leaving SFU. With an estimated success rate of 60% (as per University of Alberta), we stand to retain an additional 90 international students annually. A recent longitudinal study of academic standing undertaken by Analytical Studies shows the proportion of students returning to complete their degrees at SFU after being Required to Withdraw is already low and is decreasing. This is likely due to many factors, but we believe it is primarily a result of increased competition for students across the country. Given the relatively low cost of this initiative, the potential for a significant decrease in lost tuition revenue, and a unique opportunity to improve our reputation with our students and in the community, we recommend this proposal be considered for immediate implementation.

Submitted by Rummana Khan Hemani & Bing Lee,  
Academic Advising and Student Success  
Updated May 9, 2007

**APPENDIX B**

**Update on  
Student Success Program**

**Presentation for VP/Deans  
March 26, 2008**

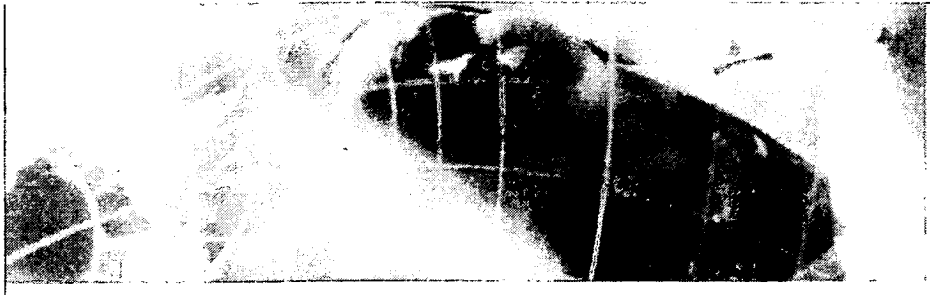
**Nancy Johnston &  
Rummana Khan Hemani  
Student Learning & Retention**

**SFU**



# Student Success Program (SSP): Retention Intervention

- The SFU Student Success Program is a retention intervention aimed at providing students who have been required to withdraw with an opportunity to more specifically examine their learning challenges under the guidance of academic advisors, learning specialists, and counsellors.
- Those that participate experience a customized two semester program that has the students develop an individualized learning plan and participate in 1:1 and group activities that address general and personal academic success strategies.
- The pilot program included all Applied Sciences and all International students who have been RTW from Spring 2007 through to Fall 2007 (~200 in total).
- Early indications show about a 62% success rate (students improved their semester GPA) after the first cohort's first semester.



## **Student Success Program - Collaboration**

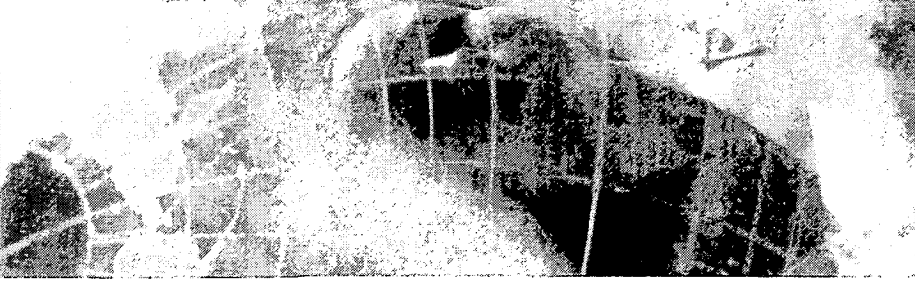
**A truly collaborative initiative made possible with the support and contribution of:**

- **Health and Counselling Services**
- **Student Learning Commons**
- **Records and Registration**
- **SFU International**
- **Applied Sciences**
- **Faculty of Arts and Social Sciences**
- **Numerous departments across campus**



# SSP Student Profile

<p>119 students enrolled in Fall 2007:</p> <p>International      53 Domestic            66</p>	<p>Breakdown by Faculty:</p> <p>Applied Sciences 65 Arts &amp; Social Sciences 33 Business 8 Science 13</p>
<p>77 students currently enrolled in Spring 2008:</p> <p>International      38 Domestic            39</p>	<p>Breakdown by Faculty:</p> <p>Applied Sciences 43 Arts &amp; Social Sciences 23 Business 4 Education 1 Science 6</p>





# SSP Student Outcomes

- 20 students achieved Good Academic Standing (CGPA  $\geq 2.00$ )
- 47 students remained on Academic Probation (SGPA  $\geq 2.00$  but CGPA  $< 2.00$ )
- 52 students were Required to Withdraw (SGPA and CGPA  $< 2.00$ )
- 11 of the 52 RTW students did not meet the minimum requirements to continue in Semester 2 of the Program – they did not regularly attend the core module weekly sessions
- 41 of the 52 RTW students are continuing with Semester 2, with a reevaluation of their learning plans

# SSP Student Outcomes

- Looking at the 108 students who 'actively' participated, 62% achieved success
- This rate appears to be consistent with similar programs offered at University of Alberta & Acadia University
- As experienced by U of A, we hope that students who successfully complete our program will have higher than average graduation rates
- Early analysis shows there might be some factors – that influence academic success of SSP students – but because of the small numbers, it is too early to make an informed decision about filters for program entry



## Domestic vs International Student Outcomes

- 25% (13 out of 53) international students achieved Good Academic Standing compared to 11% (7 out of 66) domestic students
- 38% (20 out of 53) international students remained on Academic Probation compared to 41% (27 out of 66) domestic students
- Early indicators show that international students really benefit from this kind of individualized support



# FAS vs Other Faculties Student Outcomes

- 73% of all students improved their CGPA, with no significant difference amongst faculties
- However, FAS students were less likely to improve their academic performance enough to be in Good Academic Standing. Also, they were less likely to have achieved a SGPA  $\geq 2.00$  required for Academic Probation:

	<u>FAS</u>	<u>Other Faculties</u>
GAS	11%	24%
CAP	49%	63%

- Possible reason for the difference is that FAS students entered SSP with lower CGPAs:  
Only 28% FAS students entered with a CGPA  $\geq 1.7$ , compared to 46% of other students



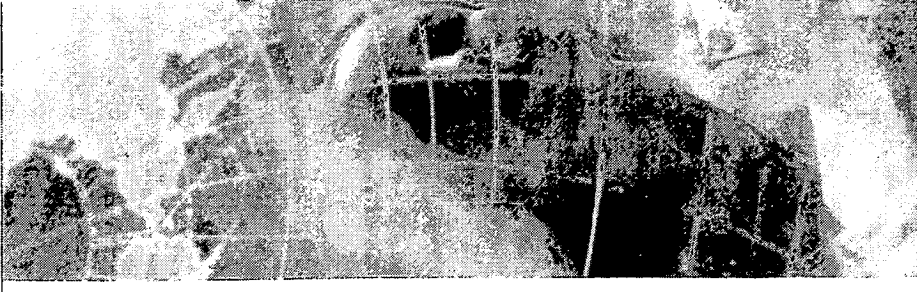
## What is Different about Students with Successful Outcomes?

- Gender:  
29% (14/49) of females were in Good Academic Standing compared to 9% (6/70) of males at the end of Semester 1. However, there was no significant difference in whether their CGPA improved.
- Units Passed (prior):  
Students with  $\geq 24$  units were more than twice as likely to be in Good Academic Standing. However, they also had higher CGPAs at entry to SSP.



# Factors That Don't Seem to Make a Difference

- **Entering GPA:**  
Students with higher CGPAs at entry were more likely to be in Good Academic Standing at the end of Semester 1. However, this may be because there was not as much of a gap between their entry CGPA and 2.00. Overall, there was no significant difference between entry CGPAs and Semester 1 results when both the Good Academic Standing and Academic Probation students were grouped together.
- **Units Taken (during SSP Semester 1):**  
9 credits was the normal limit; however, some students were allowed to enroll in 10 credits. The number of units taken did not impact academic standing.



# Factors That Don't Seem to Make a Difference

- Program of Study:  
In comparing students in FAS with students in other faculties, there was a significant difference in academic performance. However, this did not appear in comparing individual programs.
- Basis of Admission:  
60% of SSP students were admitted from high school and 40% came from colleges and other universities. The basis of admission did not significantly impact their academic standing.
- Age:  
80% of SSP students were between the age of 19 and 24. Age was not a factor in academic standing.



# Outline of Semester 2

- RTW students (allowed to continue) reevaluate their learning plans and participate in bi-weekly group sessions focused on specific topics
- All students enroll in a minimum of 3 workshops focused on study skills, learning strategies, and language skills
- All students have regular consultations with their Academic Advisor





## Next Steps

- Develop on-line modules
- Undertake a comprehensive evaluation in Fall 2008
- Report back to SCUS on outcomes and recommendations for program continuation
- Develop success & retention programming for other student groups:
  - Entrance scholarship students
  - Early identification and intervention with 3.00+ CGPA students intending to drop out
  - 'Talent Identification', including cultivating applicant pool for large scholarships (eg Rhodes)
  - At-risk, particularly OAP, students



## STUDENT SERVICES

Academic Advising and Student Success

## APPENDIX C

STUDENT SUCCESS PROGRAMS – RTW PROGRAM OVERVIEW

The Student Success Program for students Required to Withdraw (RTW) offers students in academic difficulty the opportunity to assess their academic choices, analyze their challenges, strengthen skills, and develop strategies for future academic and personal success. The program uses a mix of individual consultations, group meetings, in-person activities, and online learning opportunities which promote self-regulation, reflective practice, and transformative learning.

Program Defined:

The RTW pilot program within the Student Success suite of programs is an academic success program offered to a target group of students who have been Required to Withdraw (RTW). **The target group presently includes 2008 Spring, Summer and Fall RTW undergraduate students from the Faculties of Applied Science and Science as well as international students from all faculties (pending SCUS approval). In addition, domestic students may be subject to a minimum credit hour requirement.**

The program includes the following elements:

- a signed agreement between the student and their academic advisor outlining the expectations of the student's participation in the program
- two consecutive semesters
- completing a learning assessment and a self-assessment
- a learning plan outlining student developed goals for their program participation
- utilization of prescribed on campus resources (e.g. Health and Counselling, Student Learning Commons, Centre for Students with Disabilities)
- a mandatory one semester course designed to teach skills for academic success
- participation in prescribed workshops and seminars aimed at improving study skills, learning skills, time management, etc.
- regular consultations with an assigned academic advisor who will monitor and evaluate progress, and approve course selection, in consultation with a faculty designate
- where necessary, completion of courses such as Foundations of Academic Literacy and Foundations of Academic Numeracy
- restriction on course load to 9 credits per semester

Program Objectives:University

- Short term: Academic success for participants
- Long term: Increased student retention and degree completion rates

Student

- Understanding of academic and personal goals
- Improved skills in areas identified through assessments
- Developed strategies for future academic and personal success
- Explore how their interests link to career options and academic program
- Know and access ongoing support as needed

Values/Expectations that Inform the Program Goal:

- Academic program that supports better choices and provides opportunities to develop skills
- Students are academically and personally capable of success
- Students are responsible for their own learning and are expected to be self-regulating
- While learning from past setbacks is important, the program seeks to build on success rather than focus on past failure(s)

## APPENDIX D

### Student Success Program Pilot Extension - September 2008 to August 2009

The SSP pilot, an initiative for International and Faculty of Applied Sciences students who are Required to Withdraw, was approved for a one year period, September 2007 to August 2008. The Program is in its second semester, and the early results are promising (see attached presentation). At this point we are recommending the pilot be extended for a one year period, September 2008 to August 2009. Dr. Natalia Gajdamaschko, from the Faculty of Education, is working with the Program to undertake a comprehensive program evaluation. A final report will be presented in the Fall 2008, once the second cohort of students completes in August 2008. This will include recommendations regarding the extended future of the Program.

During Year 2 of the pilot, the Program's curriculum and delivery will largely remain the same as in Year 1. We will continue with two intakes: one in the Fall 2008 semester and one in the Spring 2009 semester. However, we are proposing two changes: expansion of the target groups and a change in fee policy, so as to allow strategic growth and maximization of resources.

#### 1. RTW Program target groups

We recommend continuing with International and FAS students and adding students eligible from the Faculty of Science. Within these parameters, the projected numbers of students in Year 2 of the Program are as follows:

- International 102
  - 57 Arts & Social Sciences
  - 18 Science
  - 13 Applied Sciences
  - 11 Business
  - 3 Education/Health Sciences
- Applied Sciences Domestic 96
- Science Domestic 115

Total projected intake is 313 with actual numbers being about 10% lower due to attrition.

#### *Rationale for the Above Recommendation*

The recommendation to target all International, FAS and Science students who are RTW in the 2008/9 academic year is based upon several principles. Alternative proposals were considered (e.g. take a percentage from all faculties based upon FTE) but rejected in favour of the above as it better met the principles upon which our recommendation rested:

- Continue the commitment to improving retention rates and academic performance of International students (rates of unsatisfactory academic standing are almost twice those of domestic students and attrition rates are rising).
- Capitalize on the already substantial work and support provided by FAS, including staff and faculty commitment, by continuing to serve those students for whom this program has already designed some tailored materials.
- Continue to work with groups that have shown early, statistically significant signs of success. This would include International students, students with higher levels of completed credit hours, and female students.
- Ensure total Program numbers are in the 250 range (as per budget) with no more than 300 in total.
- Try to add by Faculty (vs. program, department, school etc.) to keep consistency across any given Faculty.
- Consider administrative practicalities and keep cost of selection processes to a minimum.
- Ensure those Faculties with greatest needs are addressed.

## APPENDIX D

- Work with Faculties that have indicated keen interest in the Program and will support it conceptually and otherwise.
- Try to provide some program benefits to as many Faculties as possible.

With these principles in mind it is proposed we continue working with all International students (high need area, proven to be a group that has shown greater success than domestics, serves all Faculties), continue working with FAS (resources already developed and ready for use, relationships developed with faculty and staff that make for easier and more cost effective delivery, recognizes FAS's significant commitment and support of pilot), and add Faculty of Science (brings us to the optimal # of 300 without having to add "parts" of a Faculty, has highest percentage of RTW students, already committed to the Program through Tom Archibald and Faculty is keen on improving retention). FASS has also been VERY interested and supportive of the Program and has a high need in terms of actual numbers but so big that it exceeds the total numbers we can currently handle in the Program, all on its own. Our recommendation is to focus other SSP pilot programs (e.g. undeclared student initiative, scholarship student intervention) exclusively with FASS. This would affect over 2000 students in FASS, in addition to the International students that are in FASS and already included in the RTW Program.

### 2. RTW Program Fee Change

Currently, students are charged \$250 in each semester of the two semester Program. They are eligible for a \$250 tuition credit if they complete the Program, are eligible to continue at the University (either on probation or in good standing), and enroll in a subsequent term. Going forward we propose that the Program retain the entire \$500. This allows us to extend the Program to more students, and seems appropriate given the substantial value of the Program.