To be adopted:

PRESENT:

PROPOSED:

R7.1 *Expected Progress*. A full-time undergraduate student is considered to be making Expected Progress toward a baccalaureate degree if he or she:

R7.1.1 passes at least 45 units each academic year,

R7.1.2 declares a major by the time the student earns 90 units, and

R7.1.3 follows a program of study consistent with the requirements of the student’s declared major or undeclared student’s College or School.

R7.2 *Continued Registration*. A full-time undergraduate student is considered ineligible for Continued Registration if he or she:

R7.2.1 does not pass at least 37 units in each academic year, or

R7.2.2 does not complete the requirements as stated above in Sections R7.1.2 and R7.1.3.

R7.3 *Failure to Meet Criteria for Continued Registration*. Registration of a full-time undergraduate student who is ineligible for Continued Registration under any of the criteria described above in R7.2 shall be at the discretion of the faculty in the student’s College or School or Associate Dean for Student Academic Affairs in each College or School.

R7.4 *Units Passed*. For purposes of determining eligibility for Continued
Registration, in addition to units earned by passing regularly enrolled courses, the following defines what shall be counted as units passed.

R7.4.1 Workload only, non-credit courses with passing grades shall be counted as units passed.

R7.4.2 If a student receives a grade of D in a course and then repeats and passes the course, the units from each enrollment shall be counted as units passed during the quarter the course was taken, provided the student has not accumulated more than a total of 16 repeated units. (SR 780.D.4)

R7.4.3 Units earned during a summer session, either at UCR or another accredited school and transferred to UCR, shall be counted as units passed during the academic year immediately preceding the summer session.

R7.4.4 Units passed by examination shall be counted as units passed during the quarter in which the examination was taken.

R7.4.5 Units graded IP (In Progress) shall be counted as units passed.

R7.4.6 Units graded I (Incomplete) are not counted as units passed. When the grade of I is replaced by a passing grade, the units shall be counted toward Expected Progress for the quarter in which the I grade was awarded.

R7.5 Units for Courses Taken at other Institutions. A student is prohibited from obtaining transfer units for courses taken at a non-University of California campus in a quarter during which the student is enrolled as a full-time student at UCR. Summer session course work is exempt from this restriction.

R7.5.1 To request an exception, a petition must be submitted to and
approved by the appropriate College or School committee or administrative officer prior to the quarter of concurrent enrollment.

R7.5.2 In those instances where approval has been granted, units earned from courses taken at a non-University of California campus shall be counted toward the Expected Progress in the quarter(s) in which the concurrent enrollment occurred.

JUSTIFICATION:
From Andrew Grosofsky, Vice Provost for Undergraduate Education, after consultation with the Associate Deans:

BACKGROUND
In Spring ’06, a working group of faculty and administrators began meeting regularly to discuss ways of improving the UCR conversion ratio. The group was convened by the Vice Provost for Undergraduate Education and included the Associate Deans for Student Academic Affairs from each College, the Executive Committee Chairs from each College, and the Chairs of the Academic Senate Committee on Educational Policy and Committee on Courses.

Not long into their discussion, the working group identified as significant the difference between the current campus culture that seems to consider 36 units per academic year as the norm for a full-time student and the UC definition of one full-time enrollment (FTE) as 45 units per academic year. The group looked to the other UC campuses for guidance and reviewed several of their minimum progress documents. As a result, the working group proposed the institution of a regulation for Expected Progress for Undergraduate Students and their draft of such a regulation was forwarded to the Committee on Educational Policy.

KEY ELEMENTS OF PROPOSAL
The following outlines the key elements in the proposed regulation.

A full-time student is considered to be making Expected Progress if he or she:
- passes at least 45 units each academic year (fall through spring quarter),
- declares a major by the time 90 units are earned,
- follows a program of study that is consistent with the requirements of his or her declared major or undeclared College, and
- graduates when degree requirements are completed.

A full-time student is considered not to be making Expected Progress and ineligible for Continued Registration if he or she;
- does not pass at least 37 units each academic year, or
- fails to meet the other criteria of Expected Progress described above.

For the student who has a GPA in good standing, but does not meet the criteria for Expected Progress, Continuing Registration shall be at the discretion of the faculty in the student’s College or School or its authorized agent, who will be the Associate Dean for Student Academic Affairs in each College.
ROLE OF ASSOCIATE DEANS
The Associate Deans will take the lead in developing a system for Expected Progress counseling for their Colleges and will be responsible for determining when, and with what requirements, under-enrolled students shall be eligible for Continued Registration. This section of the regulation was intentionally written to set up a mechanism that will
- identify students in good academic standing who are under-enrolled, and
- direct them into individualized academic advising.

For the student who is legitimately unable to perform at this level, the Associate Deans can waive the unit per year requirement, in the same spirit that reduced course-loads are approved currently for students with disabilities or those on part-time status.

RELATIONSHIP WITH ACADEMIC DIFFICULTY
The proposed Expected Progress regulation will operate in tandem with the Academic Progress regulations for each College. However, in all cases of academic difficulty, the College’s Academic Progress regulations will trump any failure to make expected progress. A student who ends up in academic difficulty and fails to achieve expected progress would follow his or her College’s procedures for Academic Probation/Subject to Dismissal.

In order to decrease confusion, the terms “probation” and “subject to dismissal” were not incorporated into the draft of the UCR Expected Progress regulation. Other UC campuses use these terms and have built in sanctions, however the working group decided against a stricter set of rules in favor of an advisement model.

IMPACT ON STUDENTS
Of the 2776 freshmen students who entered UCR in Fall 05 and completed three quarters of coursework, 27% or 752 students did not pass 37 or more units. Slightly over half (401/752) of these students were found to be in academic difficulty, therefore would proceed under the Academic Progress regulations of each College. With the proposed regulation, the remaining 351 students who failed to make expected progress would be identified and directed into academic advising.

The Associate Deans have no intention of mechanically dismissing students under this regulation, but unanimously believe that the proposed Expected Progress regulation will help them to motivate students to maintain an appropriate unit load. This seems to follow the pattern of the other UC campuses; administrators agreed that few students are ever dismissed under their Expected Progress Regulation.

Approved by the Committee on Educational Policy: November 29, 2006
The Committee on Rules and Jurisdiction finds the wording consistent with the Code of the Academic Senate: January 2, 2007
Approved by the CHASS Executive Committee: January 10, 2007
Approved by the CNAS Executive Committee: April 5, 2007
Approved by the BCOE Executive Committee: January 29, 2007
Approved by the GSOE Executive Committee: January 14, 2007
Approved by the AGSM Executive Committee: February 2, 2007
Endorsed by the Advisory Committee: April 23, 2007