

# Summary of Proposed Academic Standards Changes

Ouachita Baptist University

November 2022

The faculty **approved** these academic standards changes at a faculty meeting on November 29, 2022.

<b>Catalog Appeals Language</b>	<p><b>Proposed Change</b></p> <ul style="list-style-type: none"><li>• Update the statement concerning Grade Appeals in the Undergraduate Catalog</li></ul> <p><b>Rationale</b></p> <p>The Undergraduate catalog section on Grade Appeals needs to be updated to mirror the Graduate Catalog and to reflect online course schedules.</p> <p><b>Catalog Entry</b></p> <p>p. 35</p> <p style="text-align: center;"><b>Grade Appeals</b></p> <p>A final grade assigned in a course may be challenged by the student within six weeks of the final grade being posted. A formal grade appeal will not be considered until the student has first informally communicated with the instructor. If informal communication has not resolved the issue, the student may submit in writing an appeal first to the instructor, then, in sequence, to the program director and dean. If the appeal is denied at each level of review, the student may submit a written appeal to the Associate Vice-President for Academic Affairs. If the appeal is denied at each level of the review, the student may submit a final written appeal to the University Registrar, who will convene a three-person subcommittee of the Curriculum and Academic Standards Committee to consider the appeal. This subcommittee will not include any member previously involved in the appeal. The results of this subcommittee's decision are final.</p>
<b>Admissions</b>	<p><b>Proposed Change</b></p> <ul style="list-style-type: none"><li>• Remove conditional admission status for incoming freshmen.</li><li>• Change the placement requirements for ASKL courses</li></ul> <p><b>Rationale</b></p> <p>Going test optional has required a reevaluation of our placement procedure especially for ASKL courses. In the process it was concluded that the conditional admission status was no longer useful and that students could be placed in their needed classes without that status.</p> <p><b>Catalog Entry</b></p> <p>p. 26</p> <p style="text-align: center;"><b>[Admission section]</b></p> <p style="text-align: center;"><b>Requirements for High School Graduates</b></p> <p>The University will consider for regular admission a student who:</p> <ol style="list-style-type: none"><li>1. Submits a completed application for admission</li><li>2. Submits an official transcript from high school</li></ol>

3. Satisfies at least one of the following requirements:
- A minimum high school grade point average (GPA) of 3.2 on a 4.0 scale\*
  - A minimum ACT composite score of 20 or SAT score of 1030
  - Rank in the top half of their high school graduating class

The University may admit students who fall below the above-stated standards and who submit the required letter(s) of recommendation.\* Although standardized test scores are not required for admission, they will be used to help place students into appropriate classes. Students who do not submit standardized test scores will be placed according to their high school GPA, or in some cases, according to a combination of high school GPA and University-administered placement tests. Specific placement requirements are outlined in the Academic Success Center and Math sections of the catalog.

\*Students must have at least a 2.25 GPA and 17 ACT equivalent test scores to be considered for admission.

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#### [Probation section]

##### **Regaining Regular Academic Status**

A student on Probation I or Probation II may attain regular academic status by meeting the following conditions:

1. Achieve a semester GPA of 2.000 AND raise the cumulative GPA to meet the minimum standard as stated above. For attaining regular academic status, the GPA will be calculated at the end of the fall and spring semesters.
2. Maintain a minimum course load of 12 semester hours during the fall or spring semester.

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#### [Academic Success Center section]

##### **Academic Success Center**

The overall goal of the Academic Success Center is to enhance the student's probability for success in both their academic and life-goal pursuits. The Academic Success Center encompasses a wide range of academic and administrative services, including the Tiger Success Program, Tutoring & Student Support Services, Academic Probation Program, Academic Skills Program, and Testing, both national and residual. A description of these services can be found below.

##### **Tiger Success Program**

The Tiger Success Program is a first-year incoming freshman program to assist students transitioning from high school to college. This program offers a wide range of support and is uniquely individualized for each student. Students are assigned an ASC staff mentor to meet with them to determine their needs for the semester. The student will sign a success plan contract and must participate in services that best fit their needs. *Students who are required to take more than one ASKL course will be required to participate in the Tiger Success Program. The academic load of a student required to participate in this program must not exceed 15 hours unless approved by the student's academic advisor and by the Director of the Academic Success Program.*

##### **Tutoring & Student Support Services**

The sole function of Tutoring & Student Support Services is to assist students in achieving academic success by identifying the student's area(s) of need: encouraging students to utilize existing resources available such as tutoring, the study session program, success workshops, and mentorship opportunities. The Academic Success Center staff is eager to assist students in creating an intervention plan and refer students to services to aid in developing skills to achieve success.

##### **Academic Probation Program**

The Academic Probation Program is centered on those students who have failed to attain or maintain appropriate academic performance. This program encompasses "Probation I & II" students who have not

met the university's minimum standard for overall GPA for their academic level. *The academic load of a student in the Academic Probation Program must not exceed 15 hours unless approved by the student's academic advisor and by the Director of the Academic Success Program.* For more information on academic probation standards, see the "Academic Probation" section.

#### **Academic Skills Program (ASKL)**

All students required to take ASKL courses are provided resources and strongly encouraged to take advantage of the services and staff support provided by the Academic Success Center. Courses in the Academic Skills Development Program assist in acquiring college-level reading, mathematics, English, and study skills. The number of hours required for graduation is increased by the number of hours taken in ASKL courses. Students taking two or more Academic Skill courses must participate in particular services within the Academic Success Center.

#### **Testing**

Residual ACT testing is offered by the Academic Success Center for students interested in increasing their scores to meet the basic criteria for admission or to increase their aid. ACT Residual Testing is designed for students who have enrolled, have been admitted, or have officially applied to an institution. Residual Test scores are only valid for the university where the test is taken. The scores for students taking the Residual Test are only valid at Ouachita Baptist University. The national ACT and GRE testing are available occasionally throughout the year.

#### **Academic Skills Development Program (ASKL)**

Courses in the Academic Skills Development Program aid in the acquisition of college level reading, mathematics, English, and study skills. The number of hours required for graduation is increased by the number of hours taken in ASKL courses.

**Transition Seminar:** First-year students who are required to take more than one Academic Skills (ASKL) course will be required to take Transition Seminar. The academic load of a student required to take Transition Seminar must not exceed 15 hours, unless approved by the student's academic advisor and by the Director of the Academic Success Program.

**Writing and Reading Skills:** Students with a high school GPA below 3.2 or an ACT English score of 19 or lower (SAT Verbal score of 520 or lower) are required to take a lab section (CORE 1010) at the same time they take CORE 1043 Composition I. If there is no test score available, students with a high school GPA below 3.2 are required to take the lab. The supplemental lab meets one hour per week and does not carry any academic credit.

Students whose combined ACT English and Reading scores equal 36 or less (SAT Verbal score 490 or lower) are required to take ASKL 1031 Fundamental Reading. If no test score is available, students with a high school GPA below 3.2 are required to take Fundamental Reading. Students whose combined ACT English and Reading score is 37-39 (SAT Verbal 510-520) are encouraged to take Fundamental Reading. If no test score is available, students with a high school GPA below 3.4 are encouraged to take Fundamental Reading. Students who perform well enough on a diagnostic reading exam administered before the semester begins may drop the class.

**Math Placement Index:** The Math Placement Index (MPI) uses both ACT Math and High School GPA to determine math placement for the first course. The MPI will be calculated as follows:  $MPI = (ACT\ Math \div 36 + HS\ GPA \div 4) \times 50$ . The maximum possible MPI is 100.

A student with an MPI below 65 will be required to take ASKL 1023 Introductory Problem-Solving Skills.

A student may challenge his or her placement by earning a satisfactory score on the appropriate placement test from the Mobius MAA Placement Testing Suite from Digital Ed. If a student cannot provide an ACT score, other standardized scores will be converted into an equivalent ACT score for the calculation. If no standardized scores are available, the student will be required to take a placement test. For students who cannot provide a high school GPA, either the GPA for transferred college work will be used, or only an ACT or placement test score will be used to determine the correct placement.