

Faculty Assembly President Sandie Gravett called the meeting to order at 9 a.m.

Announcements: The first speaker will be Lesley Cates followed by Brent Herron. Bruce Mallette will then report on Standard Academic Policies. The members of the committee will then be divided into three groups to discuss SAP, Repeat and Replacing of Grades and Drop Add and Withdrawal Policies. Everyone on the committee will have the opportunity to participate in all three groups. After all groups have met the committee will meet as a whole to listen to reports from each committee. In addition, President Ross will make some comments and Charlie Perusse will discuss the most recent information with regards to potential tuition and fee increases.

### **Lesley Cates**

- Update on legislation dealing with gun laws
- Representative Hilton sponsored the House Bill 650, a portion of which suggested broadening the ability to bring concealed weapons (with a permit) to campuses. The guns would have to be in a specified container. Another part of the bill would invoke the Castle Doctrine which justifies taking action if bodily harm is imminent.
- Met with bill sponsor to express concern about access. The Senate and House did not agree with the tenants of the bill. The sponsor decided to delete the portion to carry weapons on campus if there was a concealed carry permit.
- Possibilities for next session: not much time to make any substantive changes in the short session.

### **Brent Herron: Safety and Security on UNC Campuses**

- He reinforced the statement that none of the campus police chiefs want guns on campus.
- All 16 campuses have a police chief
- Roughly 450 sworn officers
- 240 non-sworn
- Chiefs have 400+ years of experience and are certified through the N.C. Justice Academy, Basic Law Enforcement Program
- Over 260,000 total calls across the campuses
- North Carolina Advanced Training Certificate is the highest professional training and many chiefs have this.
- Numerous duties include patrol, investigations, threat assessment etc.
- Crime prevention programs are an integral part of campus safety and security
- Annual report including Sexual Assault Policy, Missing Students, Emergency Notification, Fire Safety
- Only UNC and NC State have on campus 911 answering facilities

- Student Counseling Centers are an important part of on campus safety and security.
- Depression and anxiety are the two most common reasons for seeking counseling by students
- ASU ECU NCCU NCSU UNC-CH and UNCC are accredited counseling centers
- A number of campuses have emergency management coordinators and explained the benefits of emergency management coordinators
- President Bowles created a task force after Va. Tech: number one task was to establish the position of associate vice president for campus safety and emergency operations.
- Campus safety recommendations:
  - protocol for identifying and responding to students who pose a threat
  - case worker to work with identified students
  - develop a policy for involuntary withdrawal of students who pose a threat to themselves or others
- Most campus police departments have a number of education programs for faculty
- One such program is education to help recognize signs of violence, suicide or mental illness
- Science and math wanted to know about the rules and their effect on younger students (minors). Speak to legal counsel, but err on the side of caution.

**SATISFACTORY ACADEMIC STANDING POLICIES (Satisfactory Academic Progress): BRUCE MALLETTE**

Federal financial aid latest changes began on July 1, 2011 and ED has stepped up reviews

**SAP basics**

- To be eligible for financial aid students must demonstrate SAP
- Reports are at the end of each term and annually. Must have 3 components
  - 1 Qualitative standard:
    - If GPA is an appropriate measure it can be used; but if it is not appropriate another measure against a norm must be used. At least after more than two years you must have a C average. You can use an escalating GPA instead of fixed. If you use this policy and the student falls below a C
  - 2 Quantitative Measure
    - Specify the pace at which students must progress to ensure graduation within the maximum timeframe.
  - 3 Maximum attempted units:
    - A student must complete their degree within 150% of minimum units required to complete the academic program. Includes transfer hours that apply toward your program. After the maximum is reached no additional federal aid will be available.

Other SAP Rules: explain incompletes, withdrawals, repetitions and transfer credits effect on GPA and pace of completion. SAP cannot exclude courses in which a student remained past the add/drop period and earned a grade of W and cannot exclude hours attempted.

Financial Aid Warning can be used if you monitor at the end of each term. After one warning a student can get aid for one more semester. Probation follows warning and no aid can be received except with an appeal that is successful and you develop an academic plan that they are meeting the requirements for. Appeal can be due to personal injury, death of relative, special circumstances. Appeal must explain failure to achieve SAP and what has changed to allow a change at the next evaluation.

Next year students get 9 units of need based and that is it

## **REPEAT AND REPLACE POLICIES**

Sandie discussed some of the basic ideas with regards to repeat and replace policies as a lead in to the group discussions.

- Students on federal aid may only repeat a course previously passed one time if the campus allows it
- No limit on the number of repetitions if a student fails a course for aid and eligibility
- A repeated course is included in the 1505 TIME FRAME

## **DROP ADD AND WITHDRAWAL POLICIES**

- Most allow drop up to 5 days or one week. Two are at 2 weeks and one at 12 days
- Withdrawal is highly variable.
- Drop impacts: 12 hours is full time, but can take up to 18 to 19, 21 with special permission
- Loss of seats average between 7% and 14% from beginning of classes to the end of the semester.

## **GROUP REPORTS**

### **Group One: SAP**

Please see Appendix A beginning on page 7.

### **Repeat and Replace Policies**

Please see Appendix B beginning on page 15.

### **Drop Add and Withdrawal Policies**

Please see Appendix C beginning on page 18.

**President Ross:** mentioned that with regards to the new peers we can examine tuition based upon peers, but only in the lower quartile. The UNC system should remain a good value. Also, mentioned that salary increases would be included with the tuition and fee increases. Campuses will need to step up finding private support.

This discussion has not reached the General Assembly as of yet.

Campuses need to determine the percentage of increase that will go to financial aid.

### **Charlie Perusse: Tuition and Fees**

- The N.C. intake of revenue has grown 7% over the last two years and 6% for the first two quarters of 2011
- The budget problem is structural due to lack of Federal funding.
- The average net cut across the system was 13%
- \$150 million ahead of schedule so far this year with regards to revenue collections.
- Unemployment has gone up a bit, but the numbers of employed has gone up. This is good because more people are now looking for jobs.
- Income growth has gone up because people are working more hours up to approximately 40 hours per week as opposed to 32.
- \$400 million decrease has resulted in academic decreases across all campus
- Medicaid is \$250 million short for next year and \$250 million for public schools.
- Enrollment this year as opposed to last year.

## **FINAL BUSINESS**

Move to approve April minutes

No discussion

Approved

Move to approve September minutes

No discussion

Approved

Move to adjourn

Second

Meeting adjourned at 3:29

# APPENDIX A

SAP Policy

Faculty Assembly

November 4, 2011

## Group 1

(Blue)

### Introduction

What are the pluses and minuses of dual systems?

How quickly do we assume students will get to 2.0?

Should the University do further research into the impact of minimum admission requirements?

What are the characteristics of a good contract to get back on track?

There will continue to be momentum from inauguration speech and legislative initiatives.

UNCGA has been tasked by legislators to study remediation and enforcement. They are looking at common standards and cooperation between Universities, community Colleges and NCDPI.

### Responses

To what extent does a federally driven policy have the right to drive all of our policies? Should we let the federal government drive academic policies?

Most campuses have different federal SAP and campus academic standing policies. This creates complexities and loopholes that are an enormous problem. It is unfair because every student gets financial aid of some type (i.e. tuition subsidy). The less fortunate students should not be held to different standards.

Campuses decide the incentives for academic standing. The financial aid community has sought to have a check and balance on what they feel is waste.

What set of expectations is set for students to decide to get out of a course? Federal guidelines have many out-clauses.

As we raise tuition and student contribution, we will see more students taking on jobs. Many students take on too much. Why should the state care about how long it takes rather than the number of units attempted? Why do we encourage students to take too many courses?

The funding formula may not be with us for long. We should focus on the soundest academic policy.

The original policy that was presented in the introduction was written in 1993 when there was plenty of money. We need to acknowledge that there are many possible paths to take, including attending part time.

Do we need to have a plan or some method to track the progress of part-time students? We can handle this through readmission. Students who leave school must apply for readmission.

There is a need to answer the question of number of institutions and community colleges a graduate attended. We do not know enough about these swirling students.

Each campus has a different set of students. We need to account for that. Statistics about SAP will be reported by campus.

We need to identify the nature of our students and identify needs and support mechanisms.

We have a lack of uniformity. We need to consider uniformity on these issues.

What is the argument for diversity? This is not clear. The argument is more complex because some campuses are not addressing a demographic but a regional base.

The legislature is concerned about efficiency of tax dollars. UNC has maintained that there is room for people to attend college. Some are arguing that the size of UNC may (or may not) be right for the current climate.

The legislators seem to have a model of a uniform student, but they may not be right. Is this student becoming more rare?

College degree is the goal, but should it be? The degree is a milestone. Even students who do not graduate are positively impacted.

UNCC studied academic policies and looked at whether policies were part-time friendly. Students taking 12 hours need five years to graduate.

What are appropriate levels of academic progress to expect from students to remain in school? What is the minimum step that a student should have?

ECU does not have a 2.0 in the freshman year because otherwise we would lose a large portion of its students.

There should be intervention for all students who fall below graduation requirement (2.0).

ECSU has the most generous stair-step and has the highest graduation rate among HMIs.

Campuses should be able to have policies that are appropriate for their students, but they must be able to show that their policies are consistent with graduation.

How does the warning level coincide with the federal SAP? They can be different. The local definition of warning is different than the federal definition.

## **Group 2**

(Red)

Before we worry about alignment of policies, should we worry about adopting a consistent GPA policy? UNCSA had a 4.5 for an A+.

Would a campus want to have federal SAP different to academic SAP?

Are you punishing students that are less financially well off?

Is it not OK to waste your parents' money?

Our campus standard was developed by faculty senate, but faculty were not involved in the federal standard.

What would a stair step look like? Campus stair steps are becoming narrower. We might want the stair steps to be different at different campuses with different populations.

What about majors and professional schools with standards that are higher than 2.0? Some students that have a GPA over 2.0 do not get into programs and cannot graduate without a major.

Maybe students who do not achieve academic progress standards need to leave and get better prepared before returning.

You have to have enough flexibility to deal with students in different circumstances. Not every student is traditional.

Regardless of what level is set, is there a need for intervention? What should an intervention look like? Who needs to be involved?

Can we eliminate any nonacademic reasons? Can we address academic deficiencies?

Registrar requests midterm report for at-risk students. Starfish and other techniques can be used.

Who should be part of the intervention? The advisor must be involved.

Perhaps students on intervention should be limited to taking 12 hours or maybe 15 hours maximum.

Should the advisor sign off on the exact classes needed? Yes. The advisor must be involved.

The intervention should involve assessment of whether the student is in the appropriate program.

Who leads the discussion with the student? The advisor must do this.

There needs to be a standard GPA calculator that can project GPAs.

Can we base our policies on data? Otherwise, we are just selecting numbers (for intervention stair-steps).

The policy agenda seems to be to increase our entrance standards.

We cannot help it if we do not know the size of the problem.

Would it be helpful to develop a checklist of things an advisor should ask about? The Faculty Assembly developed a list of advisor questions in November 2010 [included at the end of these notes].

What percent of students with a certain low GPA are able to make it back? The data should drive the policy.

The ultimate result is graduation. The policy should be graduation-based.

Are we developing a class-based standard where only the financially advantaged go to even the state universities?

Are financial aid requirements 2.0 after 60 hours? No. Each institution must have standards.

A faculty member was involved in a program to reward largest GPA increase. In almost every case there was a nonacademic reason for the initial low GPA.

Would we be better off putting our resources into helping students into good jobs and graduate programs than trying to intervene on behalf of the poorest students?

### **Group 3**

(Yellow)

SAP and campus standards should be the same.

Where does intervention start? It should start in the first semester.

What are the eligibility standards to reenroll? Can a student come back after all Fs in multiple semesters?

What is the expectation for a student after the first year (or semester)?

A student should have a 2.0 after the first semester or probation. If you do not get back to 2.0, you are out.

What would a model of a contract for students below the minimum standard?

The academic advisor should be involved in the contract.

If a student does not reach 2.0 by 60 hours, they are out.

Students get an early warning about course grades before midterm.

NCCU uses a contract that limits the number of hours, selects specific courses, and requires students to bring in assignments. A special advisor handles these students. The burden is on the student to make the progress. No excuses about work are taken. There is a problem with the advisor having too many students.

The person involved in the contract should depend on the stage of the student's career. Early stage problems could be handled by someone in student support, but upper-level students must have faculty involvement.

Ultimately a student is responsible for his/her progress. Faculty cannot make a student succeed.

What is the goal when we consider uniformity? There should be a minimum threshold.

What would the minimum threshold be if it were less than a 2.0?

What are the data on the possible standards?

Are there other research issues that may be of interest?

What are environmental/support expectations? Can we identify people who need support?

What about on-campus residency?

What is the average debt at each stage? We should look at the financial hole, too?

What portion of the students are working and how much?

Freshmen are often ill advised. Sometimes they start in programs for which they are not well matched.

Is there any way to create standard steps with extenuating circumstances?

The cut should be done in admissions. If you let them in, help them succeed. Do not label them.

Extenuating circumstances should be for valid, verifiable reasons like death in the family and illness.

If a campus has federal aid and campus policies the same, a student must appeal to be continued. Who should read appeals? (Federal appeals are currently decided by a handful of staff in financial aid offices over the holidays.)

Would the number of appeals be the same if the student would not be able to return at all?

People who are teaching the courses should be the ones who make the decision before it goes to financial aid staff.

A faculty committee should do consider appeals.

Are we looking at why so many students are doing poorly?

### **Faculty Assembly Advising Focus Group Report**

November 2010

- We should not be penalized for students who transfer into other UNC schools.
- Mandatory advising is needed for, at least, first year students
- Consider having an advising day instead of a reading day.
- Facilitate the use of Banner/Peoplesoft
- Questions we should all ask our advisees:
  - Tell me a little bit about yourself?
  - Do you plan to graduate from this institution? (All students)
  - What do you want to do with your degree? (All students)

- Have you decided on a major? Why? What is your plan B? (Undecided students)
- What are your interests and strengths? (Undecided students)
- Do you understand the general education requirements? Tell me about them.
- When do you plan to graduate? Have you mapped out your classes to meet the requirements for graduation?
- Where are you starting academically? Are you taking the right prerequisite courses?
- Do you work? How much do you work per week? Is it on or off-campus?
- Are you a first-generation college student?
- How are you doing in your courses this semester?
- How do you study? Where? Do you study?
- Do you have the books for your courses?
- Are there any reasons why you cannot succeed?
- Are you on financial aid? Do you understand the financial aid SAP requirements?

## APPENDIX B

### Repeat and Replace Questions

The discussions separated the two policies, though there was often confusion, since replacement policies are often called by the name of repeat policy.

A policy on repeats would allow a student to retake a course or courses previously taken – either successfully or not. Both grades would be part of the GPA calculation but credit hours would only count once.

Under Repeat Policies:

Students motivations for repeating a course are seen as follows:

- To earn a better grade
- To meet the requirements for a restrictive undergraduate major which requires a certain grade in a course for entry
- To meet the requirements of a post-graduation goal (graduate school, law school, etc)
- To master the knowledge in a subject (the example: Taking Latin again to have a more secure knowledge for continuation
- To delay graduation for purposes of receiving certain benefits (financial support from their home country, etc.)

Reasons for institutional support for repeating courses:

- To allow students to take a course again which they failed
- To allow students to repeat a course to meet a grade requirement of a particular major
- To allow students to improve their grade point average to reach a 2.0

Reasons for an institution to disallow course repeats:

- Repeating students may block other students from taking the course if courses are impacted.
- Repeating courses does not promote timely academic progress

**NEED: It would be helpful to have more data about student practices in repeating courses. The presentation had data about NCSU seniors for one year, but are there data on first-year students, general education courses, major courses, pre-major entry courses? How many choose to repeat courses which they passed with a C or better?**

The general consensus is that the university should allow repeats, but that there should be limitations on the number and conditions of the repeated courses. Individual campuses should determine the allowable number of allowable repeats or the restrictions on repeats. All should be reflected in the attempted hours.

Some felt strongly that only courses in which the student earned less than a 'C' grade should be allowed to repeat. Those with 'C' or higher could then only repeat if they applied for an exception and have their case reviewed. Others felt that this would create burdensome administrative effort. Some favored the allowance of a set number (ranging from 5 to 2) of repeats. There seems to be a movement among some universities to become more restrictive – reducing the number of allowable repeats or preventing students from repeating the same course multiple times. Some use a graduated or scaled system to allow more repeats in the first and second year, but restricting repeats as the student is more advanced. There was a feeling expressed that students have an adjustment period to university studies, but after that, they should not need repeats. This could be done by having more liberal repeat rules for general education courses and more stringent ones for major courses. Some have an automated warning system, like Early Alert, in which a repeat would trigger an e-mail caution about the ramifications of repeating too many classes. There was even a suggestion that the student be asked to carry a greater portion of the cost of repeating courses by paying a fee. Considering the subsidy students receive for their education, why not 'reduce their subsidy' for repeat courses. This would be similar in logic to the increase of the tuition surcharge. Some suggested that courses in different disciplines might have different rules in terms of being 'repeatable.'

**Replacement of Grade with Repeated courses:** the replacement of grades policy allows the student to remove damaging grades from their calculated GPA. This policy is seen as more controversial. The motivations of students are the same, though there is a greater incentive to seek to improve a GPA, and less on meeting designated grade levels required by major programs. Through the addition of a replacement of grade option, the repeating of a course is a much stronger tool for helping students "get out of the hole" caused by earlier poor performance and may enhance both retention and graduation rates.

There was general consensus that the first grade must appear on the transcript, even though it is not calculated in the GPA. Some felt that adequate advising could reduce the need for policies which allow grade replacement. Also, students should not consider the university to be obligated to offer courses for the purpose of allowing them to repeat for grade replacement.

The opinions were divided as to whether a student can be allowed to repeat a certain course multiple times for purposes of grade replacement. Again, the general tendency

in campus policies is in reducing the number of times a student may replace a grade. Some were opposed to grade replacement altogether.

## APPENDIX C

### Drop Add and Withdrawal.

Principles that emerged:

1. Delegates found that the 5 day to 2 week Drop/Add “shopping” period (Course Adjustment Period) is appropriate and there is no need to set a common standard. But several parameters were seen as crucial:
  - a. The period needs to include the meeting of at least one class (and this is especially problematic for once and week Monday courses) and at least one lab (when possible).
  - b. Campuses might want to consider staggering drop and add dates in order for students to be able to find and register for empty seats more readily.
  - c. This drop and add period must be concluded before census date
  - d. Students having difficulties with financial aid, but with full knowledge it would come through, should not be dropped from courses.
  - e. Faculty should have the right and be encouraged to drop students from courses that they do not attend during this initial phase.
2. Dropping or Withdrawing from courses without any academic penalty beyond the course adjustment period was generally seen as not promoting good academic behavior. While students would, occasionally, find themselves in over their heads in a course, most agreed this behavior should be rare. Again, several parameters began to emerge:
  - a. After the initial course adjustment period, any drop initiated by the student for non-extenuating circumstances should be termed “Withdrawal” and coded a W on the transcript.
  - b. The W should count toward hours attempted, but not have an impact on the GPA.

- c. The number of Ws should be limited.
  - i. The proposal that circulated with much agreement was that students should be given a number, and three (3) was the suggestion, of opportunities to enact withdrawals for any cause and should be able to initiate that process up until the last day of class at 5:00 p.m. Again, these would appear as a W on the transcript and would count toward hours attempted, but not impact GPA. It would also get around the number of weeks issue we have with how long to extend a student's time in the course.
- d. Any other withdrawal after the Course Adjustment Period would have to be based on extenuating circumstances and could happen in terms of two difference scenarios:
  - i. If a student withdraws from all courses or from the university.
    - 1. A student would then receive a WC (withdrawal for cause) on their transcript if their reasons were properly documented and upheld by a review from the appropriate campus body. Reasons would be limited to  
  
the student suffering a physical injury or illness that necessitated this action OR that there had been an extraordinary family circumstance that constituted cause.
    - 2. While the WC would appear on the transcript, it would have no impact on the GPA and would not count as hours attempted.
    - 3. If a student withdrew from the university without proper documentation of the above, they would receive WF (withdraw failure) for the courses in question. These items would be processed as hours attempted and calculated in the GPA as F.
    - 4. If a student simply stopped attending all courses, they would be assigned all Fs and they would be calculated as hours attempted and in the GPA.
  - ii. If a student desired to reduce load, but does not withdraw from all courses or the university.

1. A student would be required to document the cause and be reviewed by the appropriate campus body. Again, the only reasons would be for suffering a physical injury or illness that necessitated such action or an extraordinary family circumstance. If upheld, the student would be assigned either a WP or a WF for the course depending on their current standing. A WP would not count as hours attempted or have impact on the GPA. A WF would count as hours attempted, but would not have impact on the GPA.
3. Delegates agreed that schools should be in accord on these policies in terms of how they appeared on transcripts and how they counted.
4. Delegates agreed that the proposals could only work if:
  - a. Repeat and replace policies did not counteract the intent (that most were in favor of not allowing replace in any circumstance under such a policy).
  - b. Implementation guidelines for exceptions (extenuating circumstances) were given to campuses.
5. Delegates also wanted to see that changes in course section for students for legitimate reasons (being moved from an Honors section for which they did not qualify to a regular section of the same course, for instance) should not be termed a W. It should simply be a fair exchange.
6. The possibility of “parachute courses” (i.e. what ECU is doing in its Chemistry program) should be explored on each campus, particularly in courses where student success is not always where it should be.