Enrollment Management Subcommittee
April 13, 2016, 3:30PM
UC Room 233

Minutes

Members in attendance:
 Jaeyoon Kim, ARTS (to 2016)
 Frankie Denise Powell, EDUC (to 2016)
 Robin Snead, LETT (to 2017)
 Rachel Smith, NS&M (to 2017)
 Melissa Schaub, Associate Vice Chancellor for Enrollment (ex officio)

Members not in attendance:
 Emily Neff-Sharum, S&BS (to 2016), Chair
 Garrison Davis, Student Government Association Representative

Guests:
 Charles Tita, Director of Distance Education
 Lourdes Silva, Registrar

I.   The meeting was called to order at 3:32pm
II.   The minutes from the February meeting were approved as circulated. (Appendix A).
III.   The agenda was adopted as circulated.
IV.   Report from the Chair
        Since the March meeting was rescheduled for a Monday due to Spring Break, there were not enough subcommittee members in attendance to make a quorum so those who were able to attend had an informal conversion about the issue of Incompletes.
        a. Receipt of minutes from the Advising and Retention Council (Appendix B)
        These include a change to the Faculty Handbook and template for evaluation of faculty to include examples of good advising. This has subsequently been passed by FERS and Faculty Senate.
        b. Approval of Military Student Success Policy was finalized by Senate.

V.   Report from Dr. Schaub Associate Vice Chancellor for Enrollment

        Currently, the number of new students, including graduates and transfers, we are expecting for next AY is roughly even with last year's large entering class with New Student Orientation registrations up from the previous year. Registration of continuing students is also up even considering that there were fewer students suspended than in previous years due to a change to the academic probation policy which took place during the intervening period.

        In terms of Financial Aid news, there was a record attendance at the FAFSA day and so a second on campus FAFSA event is planned for the afternoon of April 21. Spanish translators will be available.

VI.   Unfinished Business
        a. Discussion of incomplete form

The subcommittee reviewed and revised a form (Appendix F) and catalog and Faculty Handbook language which was circulated prior to the January EMS meeting implementing a requirement for a faculty member and a student requesting an Incomplete grade to complete a contract indicating what work needs to be completed by the student and setting a deadline for completion of each assignment. This is necessitated by the fact that roughly 40% of incomplete grades are converted to F's at the end of the following semester due to inaction by the student and because the instructor could leave the institution prior to the completion of the remaining coursework. The requirement of this form creates a paper record for the institution of what work the student must complete and how that work will affect their final grade in the course.

The subcommittee passed a motion to adopt the language in the revised form (which will need to be formatted to conform to the style of all the Office of the Registrar's forms) as well as the addition of language referring to the form in the Catalog and Faculty Handbook(below). 5 for; 0 against.

From UNCP Faculty Handbook 2015-2016 p. 155

End of Term Grades

Courses grades follow the categories described in the University Catalog. Note especially the policies affecting grades of I (incomplete). When an Incomplete grade is given, the faculty member and student must fill out and sign a Contract for the Completion of Incomplete "I" Grade and file it with his/her Department Chair, Dean and the Registrar. Faculty members are responsible for establishing and maintaining an equitable grading scheme for each of their classes. Faculty members should describe clearly in the course syllabus how grades are to be determined, including what tests, examinations, and other assignments will count toward the final course grade and how each component of the final course grade will be weighted.

From UNCP Academic Catalog 2015-2016, pp. 63-64 Section on **Grading System (Undergraduate)**

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. A Contract for the Completion of Incomplete "I" Grade must be filled out and signed by the student and instructor and filed with the instructor's Department Chair, Dean and Registrar. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

b. Results from the survey regarding online course attendance and roster verification (Appendix C) Responses the our survey were split with roughly 1/3 of respondents not in favor of having a policy, 1/3 in favor of a policy and the remaining 1/3 unsure. The comments on the other hand were largely very much in favor of creating a policy defining attendance at online courses. This issue was tabled due to a lack of consensus and will be taken up again next year.

VII.   New Business
    a. Registration Period Proposal from the Registrar's Office (Appendix D)
The subcommittee discussed and revised the catalog language to create a third registration period between pre-registration and open registration (referred to here as early registration) which would be only available for students who had not been enrolled in the preceding semester. The motion passed as amended; 5 for, 0 against.

    b. Other proposals from the Registrar's Office (Appendix E)

Motion: To make the following revisions to the catalog to clarify the conditions for earning a minor and to declare that grade changes and degree GPA cannot be changed following a student's graduation. The motion passed as amended: 5 for, 0 against.

These only constitute items #2&3 from Appendix E. During the discussion, the subcommittee members decided that since more than 20 years had passed since the grade replacement policy had changed in 1994, the language referring to students entering prior to 1994 should be stricken as well.

2015-16 Catalog, p. 122:
REQUIREMENTS FOR A MINOR
A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor requires a minimum cumulative QPA of 2.0 in the minor and the formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Minors must be completed concurrently with the bachelor's degree. Student participation in minor programs will be optional. For more information see departments in undergraduate programs sections or, for *interdisciplinary minors,see Special Programs.

2015-16 Catalog, p. 68-69:
Grade Replacement Policy
a. Students Entering UNCP Prior to Fall 1994
Undergraduate students who entered UNCP before the fall of 1994 and who follow the repeat policy will automatically have the grade replaced for all eligible repeats. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements. However, all entries remain a part of the student's permanent record.
b. Students Entering UNCP for Fall 1994 and thereafter
Beginning with the fall semester of 1994, Uundergraduate students who enter UNCP and who wish to replace a course grade must adhere to the following policies:
1. A student must follow all regulations regarding repetition of course work.
2. Some courses may be taken more than once for full credit; these courses are not eligible for grade replacement.
3. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.

4. Students entering UNCP as freshmen from Fall 1994 through Spring 2013 will have the option of replacing a maximum of 15 credit hours with improved grades earned by repeating courses. Students entering UNCP as freshmen beginning in Fall 2013 will have the option of replacing a maximum of 12 credit hours with improved grades earned by repeating courses. No student is eligible for more than 15 hours of replacement credit regardless of his/her entry date.

5. The credit hours associated with each repeated course will count toward the cumulative replacement hours.

6. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer or Readmission Hours Accepted ~~as of Fall 1994~~	Maximum Hours for Replacement
0-23 hours	15 or 12 (based on entry date)
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

7. The student must secure a form from the Registrar's Office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's Office.

8. Decisions for course grade replacement are irrevocable.

9. All entries remain a part of the student's permanent record.

10. After a student's academic history record is closed upon graduation, no grade changes will be permitted, and additional credits will not have an impact on the degree GPA previously awarded.

VIII.   There were no announcements

IX.   The meeting was adjourned at 4:51pm.

Enrollment Management Subcommittee
February 10, 2016, 3:30PM
UC Room 233

MINUTES (Draft)

Members in attendance:
Jaeyoon Kim, ARTS (to 2016)
Frankie Denise Powell, EDUC (to 2016)
Robin Snead, LETT (to 2017)
Rachel Smith, NS&M (to 2017)
Emily Neff-Sharum, S&BS (to 2016), Chair
Melissa Schaub, Associate Vice Chancellor for Enrollment (ex officio)
Garrison Davis, Student Government Association Representative

The meeting was called to order at 3:45pm.
II.   The minutes were approved as revised correcting Dr. Schaub's title. (Appendix A)
III.   The agenda was adopted as amended by removing items VI.a.c. and IV.b. from consideration.
IV.   Report from the Chair
The minutes from the Advising and Retention Council were received by the subcommittee. (Appendix B)
The survey on online attendance policies will be sent soon. Robin Snead generously agreed to set up the survey in Qualtrics.
V.   Report from Dr. Schaub Associate Vice Chancellor of Enrollment
- The Spring 2016 Census enrollment was 5878 which is a 2.6% increase over last spring; however, the student body has changed in terms of distributions with the number of traditional undergraduate students up, but the number of new graduate and special (non-degree, etc.) trending down.   A large graduating class of Graduate student last year continues to affect Graduate enrollment.
- Preliminary numbers on admission of the new Fall 2016 class look as though it might be as large as the Fall 2015 freshman class.
- Dr. Schaub will no longer report on retention since the SASR Offices are now (temporarily) under the supervision of AVC for AA Scott Billingsley.

VI.   Unfinished Business
        c. Review draft policy to come into compliance with the UNC Policy changes 700.7.1[R]
            Regulations for Military Student Success (Appendix C)
                a. Review decision to place broader Military Success section onto the Registrar's website.
                    There is no other place the option for alternative course work is mentioned.
The subcommittee discussed various ways to make clear in the catalog language that completing the course via an alternative format or by completing alternative course work should be considered and discussed with the instructor. Eventually, it was decided to bold the phrase "**and will be unable to complete coursework for the semester through an alternative format**" in both the sections describing the IM and WM which will need to be added to the catalog rather than include a new section on options for military students

deployed during a semester. The complete document listing the process which should be followed as well as all options to students will be available on the Registrar's website.

                b. Review catalogue changes from part I.

The subcommittee discussed the proposed additions to the catalog and language for the Registrar's website and passed the motion unanimously. (Appendix C)

VII.   New Business

There was no new business.

VIII.   Announcements

      At the March 16th meeting, the subcommittee will discuss whether a contract outlining the requirements a students must meeting in order to complete a course for which they have received an incomplete grade is required and if so, what it must include.

IX.   The meeting was adjourned at 4:59pm.

Advising and Retention Council

Wednesday – 3/30/16

3:00-4:00PM

103 Sampson Building

Members: Susan Edkins, Elizabeth Froeba (Director of the Advising Center), Carole Graham, Jennifer Johnson, Derek Oxendine (Director of Academic Support Center), Mohammad Rahman, Shilpa Regan, Melissa Schaub (Associate VC of Enrollment), Rachel Smith, Dawn Wheeler (Director of Career Center), Mei Yao (Director of IR)

I.   Call to order

    a.   Volunteer for minutes

        i.   September (Shilpa)

        ii.   October (Rachel)

        iii.   November (Mohammad)

        iv.   January (Rachel)

        v.   February (meeting cancelled)

II.   Approval of agenda

III.   Approval of January minutes (Appendices A, B, C)

IV.   Chair's Report

    a.   FERS & FIAC

    b.   Email domain problems – students are not receiving faculty emails

V.   Old business

    a.   FERS meeting and "advising language" in P&T evaluation (Appendix D)

VI.   New business

    a.   Request to discuss the feasibility of virtual office hours

  b. Group advising concerns

  c. GA initiatives - Derek

    i. Results of GA's advising survey and focus groups

    ii. Request for Proposal

VII.Announcements

  a. Spring semester meetings

    • April 27

VIII.Adjournment

Appendix A

Advising and Retention Council

Wednesday – 1/27/16

3:00-4:00PM

103 Sampson Building

Members in attendance: Susan Edkins, Mohammad Rahman, Shilpa Regan, Melissa Schaub (Associate VC of Enrollment), Rachel Smith

Members not in attendance: Elizabeth Froeba (Director of the Advising Center), Carole Graham, Jennifer Johnson, Derek Oxendine (Director of Academic Support Center), Dawn Wheeler (Director of Career Center), Mei Yao (Director of IR)

IX. The meeting was called to order at 3:03pm. Rachel Smith volunteered to take minutes.

X. The agenda was adopted as circulated.

XI. The November minutes were approved.

XII. The chair had no report.

XIII. Melissa reviewed enrollment number for Spring 2016.

XIV. There was no old business.

XV. New business: Addition of language on good advising to the Faculty Handbook

The Council added one parenthetical phrase to the Evaluation Report template in the Faculty Handbook to direct faculty to the list of best practices for advising and added two bulleted lists of what good advising should and could include in Section III, Chapter 1 of the UNCP Faculty Handbook. See Appendices B and C for specifics. This proposed change will be recommended the upcoming FERS meeting for their consideration.

XVI. Announcements

a. Spring semester meetings

- January 27
- February 24
- March 30
- April 27

XVII. The meeting was adjourned at 3:38pm.

Appendix B

Format for Evaluation Reports

These format guidelines give an overview of specific information that should appear in a faculty member's self-evaluation form, the department chair's evaluation report, the Peer Evaluation Committee's evaluation report, and the report of the Promotion and Tenure Committee. Area weights assigned to specific areas must sum to 100%. The following are the headings which should appear at the beginning of each evaluation area being discussed with the area weight listed to the right of the heading.

1). **Introductory Heading** - The introductory heading should appear at the top of the first page of the evaluation form and include the following information as listed below.

Faculty Member's Name _____

Current Professorial Rank _____

Current Academic Year _____ *Department* _____

Type of Form   *Self* _____   *Chair* _____ *Peer* _____

Type of Evaluation (check all applicable)   *Annual* _____   *Tenure* _____   *Promotion* _____

2). TEACHING   **Area Weight (50% to 70%)** _____

a) Classroom activities. Discuss classroom work as it relates to how knowledge in a faculty member's discipline is covered (e.g., categories, principles, summaries), how the specific content of a discipline is imparted (e.g., facts, examples), the development of general student skills (e.g., communication, critical thinking, creativity, mathematics), how student learning is motivated (e.g., stimulating curiosity, confidence, and task-specific motivation), measures of student performance (e.g., examinations, papers, presentations, other projects), and future plans for development in the area of teaching.

b) Auxiliary teaching activities. Discuss evidence that grades have been submitted in a timely manner, supplementary instructional time provided outside of class, the supervising of student research projects, working with colleagues to develop curricula, and plans for future development in this area.

c) How has the information from your most recent evaluation been used to improve instruction?

3). SCHOLARSHIP   *Area Weight* **(10% to 40%)** _____

a) Research. Discuss scholarly research for the period of the evaluation. In particular, there should be emphasis on (a) how knowledge has been developed, (b) the application of existing knowledge used to solve practical problems, (c) the application of professional knowledge and skill to an artistic problem if applicable*,* or (d) the completion of a special program of intellectual development. Include comments on future plans for development in this area.

b) Publication. Discuss scholarly works that have been disseminated within the faculty member's discipline. Examples across disciplines are exhibition of artistic work, editing grant applications, publication in scholarly journals, and publishing of works aimed toward student and general audiences. Also include comments on future plans for development in this area.

4). SERVICE   *Area weight* (10% to 40%) _____

A faculty member may work in any of the following categories in a given year.

a) University Service. Comment about on-campus service provided during the period, including activities such as academic advising (for a list of activities for good advisement, see Academic Advisement, Section III, Chapter 1), committee work, grant administration, consultations supporting the work of staff or faculty. Quality of service is very important (e.g., serving actively on a small number of committees is more valuable than serving minimally on many committees). Include comments on future plans for development in this area.

b) Professional service. Comment on the nature, scope, and effectiveness of service to the faculty member's profession. Include comments on future plans for development in this area.

c) Community Service. Comment on the strengths and weaknesses of off-campus service during the period, including such activities as participation on professional committees and governing boards, providing consultation to schools, civic organizations, and government agencies, and providing leadership on public matters. Include comments on future plans for development in this area.

5). Anticipated Area Weights for the Next Academic Year - This section should only appear on the self-evaluation form. The following anticipated area weights as indicated below should be listed in this section.

Teaching (50% to 70%)   _____

Scholarship (10% to 40%) _____

Service (10% to 40%) _____

6). SYNTHESIS - This section will only appear in a department chair or Peer Evaluation Committee's evaluation form. In this section, the evaluator(s) determine the overall performance rating of the faculty member for the period covered. The quality of performance is weighed in relation to the faculty member's area weights. The final evaluation should (a) adhere to the guiding principles, (b) reflect equity within the department and among departments, and (c) allow a reasonable degree of flexibility in how a faculty member orients his or her effort.

a). Rationale of rating - This section clarifies the relationship between the various performance areas as listed in the University mission statement and the overall performance ranking given.

b). Overall rating of faculty member - Listed below are the ratings a faculty member will be assigned.

_____   Distinguished performance

_____   Very good performance

_____   Adequate performance

_____   Deficient performance

Appendix C

Definition of good advisement at UNCP

Please note that the bulleted lists in this definition were created by the Advising and Retention Council to assist the Director of the Advising Center in creating a report for General Administration and has not been reviewed or voted on by Faculty Senate. The first paragraph and final paragraphs are taken from the Faculty Handbook.

Academic advisement is a campus-wide responsibility shared by both faculty and the staff of the ~~Center for Academic Excellence~~ Advising Center. Other departments on campus support the advisors by providing information, resources, opportunities and informal advising. ~~It is concerned mainly with~~ Advising is assisting students in ~~planning~~ setting academic and professional goals and working with them to plan a suitable academic program ~~and helping students interpret the academic regulations of the University in order to meet the academic requirements that are applicable to them~~ based on those goals. Advisors assist students in interpreting the academic regulations of the University and direct them to the Registrar's Office to ensure that the interpretation is correct. The ~~Center for Academic Excellence~~ Advising Center advises undeclared students. Academic departments are responsible for advising students once they have declared a major.

> **Rachel Smith**
> Jan 28, '16, 8:27 AM
> **Added:** Paragraph Break

Activities of advising should include:

- Informing and reminding students of their responsibilities in the advising process, including meeting graduation requirements and registering for appropriate courses.

- Helping students understand the current academic policies, rules and procedures of UNCP and referring them to the appropriate office or resource for clarification if necessary.

- Knowing the range of academic and other services for students and the process by which to refer students to them.

- Discussing the student's academic performance and its implications for progress to graduation.

- Being knowledgeable about the programs and standards for which he/she advises

- Giving advice each semester about course selection including prerequisite requirements, departmental course rotations and course loads prior to providing the PIN to register.

- Posting and maintaining office hours with additional assistance during pre-registration periods.

Other activities that can be done based on student need include:

- Getting to know the student's goals and objectives.

- Understanding the student's concerns that affect academic performance (job, family responsibilities, etc.).

- Empowering the student to advocate for him/herself.

- Assisting the student in creating a plan of study.

- Maintaining up to date records.

- Participating in advisor development, such as completing online training modules, attending development workshops, and staying current on university policies through catalog review and email updates.

- Utilizing experience and perspective in the discipline to offer insight to advisees.

- Acting as a source for letters of recommendation.

- Knowing how to refer for internship and career opportunities related to the major.

- Assisting in advising at New Student Orientation sessions according to departmental needs and availability.

Academic advisement at The University of North Carolina at Pembroke is also a continuing process that accomplishes five goals:

1. Exploration of the student's life goals;
2. Exploration of student's educational/career goals;
3. Selection of an educational program;
4. Selection of academic courses;
5. Assessment of the student's academic progress and make appropriate referrals when needed.

Please note: The advisor's role is to assist the student in planning a suitable academic program. However, the student is responsible for following all applicable academic regulations and registering for their courses.

Appendix D

Format for Evaluation Reports

These format guidelines give an overview of specific information that should appear in a faculty member's self-evaluation form, the department chair's evaluation report, the Peer Evaluation Committee's evaluation report, and the report of the Promotion and Tenure Committee. Area weights assigned to specific areas must sum to 100%. The following are the headings which should appear at the beginning of each evaluation area being discussed with the area weight listed to the right of the heading.

1). **Introductory Heading** - The introductory heading should appear at the top of the first page of the evaluation form and include the following information as listed below.

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Current Academic Year _____ *Department* _____

Type of Form   *Self* _____   *Chair* _____ *Peer* _____

Type of Evaluation (check all applicable)   *Annual* _____ *Tenure* _____ *Promotion* _____

2). TEACHING   Area Weight (50% to 70%) _____

a) Classroom activities. Discuss classroom work as it relates to how knowledge in a faculty member's discipline is covered (e.g., categories, principles, summaries), how the specific content of a discipline is imparted (e.g., facts, examples), the development of general student skills (e.g., communication, critical thinking, creativity, mathematics), how student learning is motivated (e.g., stimulating curiosity, confidence, and task-specific motivation), measures of student performance (e.g., examinations, papers, presentations, other projects), and future plans for development in the area of teaching.

b) Auxiliary teaching activities. Discuss evidence that grades have been submitted in a timely manner, supplementary instructional time provided outside of class, the supervising of student research projects, working with colleagues to develop curricula, and plans for future development in this area.

c) How has the information from your most recent evaluation been used to improve instruction?

3). SCHOLARSHIP   *Area Weight* (10% to 40%) _____

a) Research. Discuss scholarly research for the period of the evaluation. In particular, there should be emphasis on (a) how knowledge has been developed, (b) the application of existing knowledge used to solve

practical problems, (c) the application of professional knowledge and skill to an artistic problem if applicable, or (d) the completion of a special program of intellectual development. Include comments on future plans for development in this area.

b) Publication. Discuss scholarly works that have been disseminated within the faculty member's discipline. Examples across disciplines are exhibition of artistic work, editing grant applications, publication in scholarly journals, and publishing of works aimed toward student and general audiences. Also include comments on future plans for development in this area.

4). SERVICE   *Area weight* (10% to 40%) _____

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a) University Service. Comment about on-campus service provided during the period, including activities such as academic advising (see Academic Advisement, Section III, Chapter 1), committee work, grant administration, consultations supporting the work of staff or faculty. Quality of service is very important (e.g., serving actively on a small number of committees is more valuable than serving minimally on many committees). Include comments on future plans for development in this area.

b) Professional service. Comment on the nature, scope, and effectiveness of service to the faculty member's profession. Include comments on future plans for development in this area.

c) Community Service. Comment on the strengths and weaknesses of off-campus service during the period, including such activities as participation on professional committees and governing boards, providing consultation to schools, civic organizations, and government agencies, and providing leadership on public matters. Include comments on future plans for development in this area.

5). Anticipated Area Weights for the Next Academic Year - This section should only appear on the self-evaluation form. The following anticipated area weights as indicated below should be listed in this section.

Teaching (50% to 70%)   _____

Scholarship (10% to 40%)   _____

Service (10% to 40%)   _____

6). SYNTHESIS - This section will only appear in a department chair or Peer Evaluation Committee's evaluation form. In this section, the evaluator(s) determine the overall performance rating of the faculty member for the period covered. The quality of performance is weighed in relation to the faculty member's area weights. The final evaluation should (a) adhere to the guiding principles, (b) reflect equity within the department and among departments, and (c) allow a reasonable degree of flexibility in how a faculty member orients his or her effort.

a). Rationale of rating - This section clarifies the relationship between the various performance areas as listed in the University mission statement and the overall performance ranking given.

b). Overall rating of faculty member - Listed below are the ratings a faculty member will be assigned.

_____ Distinguished performance

_____ Very good performance

_____ Adequate performance

_____ Deficient performance

Academic advisement is a campus-wide responsibility shared by both faculty and the staff of the ~~Center for Academic Excellence~~ Advising Center. Other departments on campus support the advisors by providing information, resources, opportunities and informal advising. ~~It is concerned mainly with~~ Advising is assisting students in ~~planning~~ setting academic and professional goals and working with them to plan a suitable academic program ~~and helping students interpret the academic regulations of the University in order to meet the~~
~~academic requirements that are applicable to them~~ based on those goals. Advisors assist students in interpreting the academic regulations of the University and direct them to the appropriate offices to ensure that the interpretation is correct. The ~~Center for Academic Excellence~~ Advising Center advises undeclared students. Academic departments are responsible for advising students once they have declared a major.

Academic advisement at The University of North Carolina at Pembroke is also a continuing process that accomplishes five goals:

6. Exploration of the student's life goals;
7. Exploration of student's educational/career goals;
8. Selection of an educational program;
9. Selection of academic courses;
10. Assessment of the student's academic progress and make appropriate referrals when needed.

Please note: The advisor's role is to assist each advisee in planning a suitable academic program. However, students are responsible for following all applicable academic regulations and registering for their courses.

Activities of advising should include:

- Informing and reminding students of their responsibilities in the advising process, including meeting graduation requirements and registering for appropriate courses.

- Helping students understand the current academic policies, rules and procedures of UNCP and referring them to the appropriate office or resource for clarification if necessary.

- Knowing the range of academic and other services for students and the process by which to refer students to them.

- Discussing students' academic performance and implications for progress to graduation.

- Being knowledgeable about the programs and standards for which he/she advises

- Giving advice each semester about course selection including prerequisite requirements, departmental course rotations and course loads prior to providing the PIN to register.

- Posting and maintaining office hours with additional assistance during pre-registration periods.

Other activities that can be done based on student needs include:

- Getting to know student goals and objectives.

- Understanding student concerns that affect academic performance (job, family responsibilities, etc.).

- Empowering students to advocate for themselves.

- Assisting students in creating plans of study.

- Participating in advisor development, such as completing online training modules, attending development workshops, and staying current on university policies through catalog review and email updates.

- Utilizing experience and perspective in the discipline to offer insight to advisees.

- Acting as a source for letters of recommendation.

- Knowing how to refer for internship and career opportunities related to the major.

- Assisting in advising at New Student Orientation sessions according to departmental needs and availability.

Survey Results

Do you use Blackboard or a commercial site without Blackboard (i.e., a publisher's site) for courses taught online?

#	Answer	Bar	Response	%
1	Blackboard		44	86.27%
2	Other site		1	1.96%
3	Blackboard and another site		6	11.76%
	Total		51	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	3	1.25	0.43	0.66	51	51

What other site(s) do you use for your online course(s)?

Text Entry
MyEconLab; Launchpad

Statistic	Value
Respondents	1

What counts as attendance in your online courses (for instance, in computing the last date of attendance for entering a failing grade in an online course or in grading attendance)? Check all that apply.

#	Answer	Bar	Response	%
1	Log in to Blackboard (or other website)		19	45.24%
2	Time spent logged in		3	7.14%
3	Discussion board participation		17	40.48%
4	Any assignment completion		19	45.24%
5	Specific roster verification assignment		18	42.86%
6	Other. Please Explain.		6	14.29%

Other. Please Explain.

WebEx Meeting

oops. I don't teach online.

I use a specific assignment for roster verification (and also allow students who register late to simpy email me if they don't have time to complete the assignment). Attendance in the instance of a failing grade is the last time a student submitted something, participated in a discussion board (if I am using one), or contacted me about the class. In

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	6	3.39	2.61	1.62	82	42

Other. Please Explain.

WebEx Meeting

oops. I don't teach online.

I use a specific assignment for roster verification (and also allow students who register late to simpy email me if they don't have time to complete the assignment). Attendance in the instance of a failing grade is the last time a student submitted something, participated in a discussion board (if I am using one), or contacted me about the class. In other words, last date of attendance is the last time a student did something to indicate engagement with the course. Simply opening the Blackboard shell is not enough.

weekly assignment completion

Response or reply to email specifically stating participation in the online course

Completion of any assignment for roster verification purposes. If the student has an F and/or has stopped attending, the date I enter as last attended is the last date the student has logged in to the course site.

Does there need to be an official, university-wide definition for online course attendance for roster verification purposes?

#	Answer	Bar	Response	%
1	Yes		14	31.82%
2	No		17	38.64%
3	Unsure		13	29.55%
	Total		44	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	3	1.98	0.63	0.79	44	44

Does there need to be an official, university-wide definition for online course attendance for other purposes (for example, in computing last day of attendance for entering a failing grade in an online course)?

#	Answer	Bar	Response	%
1	Yes		15	34.09%
2	No		19	43.18%
3	Unsure		10	22.73%
	Total		44	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	3	1.89	0.57	0.75	44	44

Have you had a student dispute an online roster verification decision?

#	Answer	Bar	Response	%
1	Yes		4	9.09%
2	No		40	90.91%
	Total		44	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	2	1.91	0.08	0.29	44	44

Comments

This whole policy area is a mess,typical of UNCP having administrators making policy who have no online experience. Blackboard keeps records of activity, folks. If a student withdraws, administrators can check last sign on on Blackboard. For roster verification, administrators can check Blackboard to see if a student engaged in any activity or logged on to a class. What is the purpose of requiring faculty to do this when this information can be extracted automatically? Because our administrators wish to do no work in exchange for their oversized

In lieu of making official policy, which may not serve all classes well depending on their structure and function,

Faculty rights need to be preserved in all hybrid or online courses.

I answered "unsure" to the earlier questions because I don't know the full variety of what people do, or whether there is any reason to be concerned about the possible variations. I don't think simply opening the course should count as attendance because clicking the course title may have been an error on the student's part--I've certainly selected the wrong course before. Plus, I don't think it implies the same level of "intention to attend" that walking into a classroom does. I think there should be something for the

While I of course support complete academic freedom, there are still very baseline concepts, such as the roster verification process, that need something specifically codified (i.e., what constitutes attendance in an online

The BlackBoard roster verification cannot be the first day of class for online courses.

leave it like it is

I think students assume they will be dropped for non-attendance when they never log into Blackboard. I think there needs to be a policy that states this student should be dropped if they never log in. I don't think there

I think there should be a policy that states if you log in to Blackboard you have attended. Students make that

It would be better to leave this up to the faculty.

Attendance policies should be up to the faculty member teaching the course.

There are too many profs how do not monitor online attendance.

Since there is currently no oversight of nor consistency in the content and quality of online courses, creating a

When roster verification for online courses is due could be better communicated.

Typically, the disputes were connected to (1) late class enrollment, and (2) students not following the roster

2015-2016 Catalog, p. 67

The University has a three~~two~~-phase registration system for undergraduates: ~~the early or~~ pre-registration, early registration, and open registration. ~~phase and the regular registration phase.~~

Students currently enrolled at The University of North Carolina at Pembroke may complete their registration during the pre-registration period by: (1) consulting with their advisor ~~during the designated early registration period~~, (2) obtaining the personal identification number (PIN) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

Students returning after an absence of one semester may complete their registration during the early registration period by: (1) consulting with their advisor ~~during the designated registration period~~, (2) obtaining a PIN and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.

New freshmen and new on-campus transfer students will register at New Student Orientation. Readmitted students and all others may complete their registration during the open registration period by: (1) consulting with their advisor, (2) obtaining a PIN and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.
Students who have not returned to the University in two semesters (one academic year), need to apply for readmission to the University before registering. Please see Re-Enrolling Students in the Undergraduate Admissions section of the Catalog. ~~Students who are in good academic standing with the University maintain an active enrollment status for two semesters (one academic year).~~

Faculty Handbook, p. 157:
The University has a three~~two~~-phase registration system: ~~the early registration phase and the regular registration phase~~ pre-registration, early registration, and open registration.

Students currently enrolled at the University of North Carolina at Pembroke may complete their registration during the pre-registration period by: (1) consulting with their advisor, (2) obtaining the PIN ~~number~~ from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office. Students ~~entering UNCP for the first time or~~ returning after an absence of one semester ~~or more~~ may complete their registration by following the same process beginning in the early~~designated~~ registration period. New freshmen and new on-campus transfer students will register at New Student Orientation. Readmitted students and all others may complete their registration by following the same process beginning in the open registration period.

Appendix E

To: Dr. Melissa Schaub, AVC Enrollment
From: Lourdes Silva, University Registrar
Date: April 7, 2016
Re: Academic Policies

There are a few polices, that I would like to see officially changed or clarified, I consulted with the members of the Curriculum Board, whom agreed to look at some and have the others go through the Enrollment Committee. We did not have time to discuss the "editorial changes" at the end of this document, but hopefully, we can make those without more than just minimal consultation.

1- Double majors – We have received requests from advisors to allow courses from the first major to count towards the 2nd major, therefore reducing the total number of credits needed to complete both. The 2015-16 Catalog says (p. 21) that a student must meet "all requirements for each major". According to Ms. Drake, the practice has been to allow up to 6 sh to be used towards the second major, based on the fact that up to 6 credits are allowed to be shared between a minor and Gen Ed or other areas. I do not mind applying 6 sh towards the 2nd major as long as we have it in writing. Recommendation from the CB: Bring proposal to the CB next semester.

2- Minors – It is a best practice, that minors must be completed along with the bachelor degree, just like the major and the concentration. I would like to add to the ***Requirements for a Minor*** paragraph `1(p.22)**:** "minors must be completed concurrently with the bachelor's degree". Recommendation from the CB: Have the Enrollment Committee look at this.

3- Grades – Add to the ***Grading System*** section: "After a student's academic history record is closed upon graduation, no grade changes will be permitted, and additional credits will not have an impact on the degree previously awarded." Recommendation from the CB: Have the Enrollment Committee look at this.

4- **PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER UNIVERSITY OR UNC ON-LINE- Currently students must complete a form to take courses at other Universities, but not at UNCP on-line, so we may not know until after the student has already registered in the course. The student may have an incorrect expectation that the course will transfer in as equivalent to one of ours.**

5- Students must apply for graduation two semesters prior to their intended graduation date. For the purpose of this policy only Fall and Spring are considered to be "semesters".
   -February for May and July of the following Academic Year
   -September for December of the following academic year
Recommendation from the CB: The CB members seemed to like this idea.

6- Course Substitutions
   a. cannot be submitted before the course to be used for the substitution has been completed
   b. must be submitted prior to or with the graduation application
   c. must be submitted when using courses from a new catalog year to substitute requirements from a previous catalog year
   d. must be approved by the department chair
   e. must make academic sense, meaning must meet similar learning outcomes
   f. must be submitted to the registrar's office using the approved PDF form
Recommendation from the CB: The CB members were in agreement with this idea.

Editorial Changes
Commencement
A student may complete graduation requirements at the end of fall, spring or summer session.
A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. ~~The diploma will be mailed after commencement.~~

~~If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed.~~

Graduates will receive their diplomas in the mail after commencement. Students must have a correct mailing address in the University system, so the diplomas can reach them.

~~A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams. Graduation is solely dependent on the completion of degree requirements. Participation in commencement exercises does not imply graduation is imminent.~~

A student may participate in commencement exercises if s/he has met or is registered in any pending requirements during the term in which commencement will take place. When commencement takes place before final grades are processed, a student may participate in commencement only if the Registrar has **not been notified** by one of the student's instructors that the student will fail the final exam. Graduation is solely dependent on the completion of degree requirements as described in the UNCP Catalog. Participation in commencement exercises does not imply graduation is imminent.

COURSE LOAD AND PROGRESS TOWARD GRADUATION

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. Students are expected to enroll in at least 15-16 semester hours ~~credit~~ per term so that it is possible for them to graduate in four years (eight semesters). Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except for: Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 3 semester hours during Maymester, no more than 7 semester hours during Summer I, and no more than 7 semester hours during Summer II. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

~~All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.~~

TUITION SURCHARGE

Students ~~entering as of fall 1994~~ who take more than 140 hours to complete a baccalaureate degree and students who enroll on a second degree and reach the 110% of the credits before completing this degree, must pay a tuition surcharge of 50%. Students completing a degree officially recognized as a five year degree, will be assessed a tuition surcharge, as soon as the student reaches 110% of the credits for the program. (See Tuition and Fees.)

Undergraduate Grading and Academic Eligibility
Regulations concerning academic eligibility are subject to frequent revisions and changes.

Contract for Completion of Incomplete ("I") Grade

Incomplete Policy: The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. A Contract for the Completion of Incomplete "I" Grade must be filled out by the student and instructor and filed with the instructor's Department Chair, Dean and Registrar. Generally the student will have completed most of the work required for the course before the "I" is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" does not fulfill prerequisite requirements.

The instructor may set any deadline for completion of work within the one-semester period.

Part A (To be completed by student

Date of
Contract:_____   Course Number:
                                                  _____

Student Name: Course Title:
_____   _____

Student Banner ID #: _____Credits:

Semester Taken: _____
_____
                                                  Instructor Name: _____

Part B (To be completed by instructor): *Be explicit in the event that unexpected circumstances prevent you from processing the change of grade yourself.

Remaining work to be completed (Please attach syllabus & highlight items noted below):

Item to be completed	Due Date

We understand that unless the student completes the above listed course work by the due date stated, the grade for this class will revert from an "I" to an "F." It is the responsibility of the student to see that work is

completed and submitted by the agreed upon date. It is the responsibility of the instructor to file the grade change form prior to the end the following term once the conditions of this contract have been met.

Student _____ Date _____

Instructor _____ Date _____

Faculty, please provide a copy of this agreement to:
  Student
  Registrar
  Chair
  Dean