

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

**AGENDA**

Membership:

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

- I. Call to Order
- II. Approval of Minutes ([Appendix A](#))- Note this is from February since we did not have a quorum in March and thus did not meet.
- III. Adoption of Agenda
- IV. Report from the Chair
  - a. Receipt of minutes from the Advising and Retention Council- please pay special note to these. ([Appendix B](#))
  - b. Approval of Military Student Success Policy was finalized by Senate
- V. Report from Dr. Schaub Assistant Vice Chancellor of Student Enrollment
- VI. Unfinished Business
  - a. Discussion of incomplete form- Chair recommends moving this to next year pending committee approval
  - b. Results from the survey regarding online course attendance and roster verification ([Appendix C](#))
- VII. New Business
  - a. Registration Period Proposal from the Registrar's Office ([Appendix D](#))
  - b. Other proposals from the Registrar's Office ([Appendix E](#))
- VIII. Announcements
- IX. Adjournment

Appendix A 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.

Enrollment Management Subcommittee  
January 13, 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)  
Melissa Schaub, Associate Vice Chancellor for Enrollment (ex officio)  
Garrison Davis, Student Government Association Representative

- I. The meeting was called to order at 3:35pm
- II. The minutes of the November meeting we approved. ([Appendix A](#))
- III. The agenda was adopted as circulated.
- IV. Report from the Chair
  - a. Minutes from the Advising and Retention Council were received. ([Appendix B](#) and [Appendix C](#))
  - b. The working group for military student success changes met to construct a draft of the new policies and language (Appendix D) for the subcommittee to consider which has been endorsed by Mike Clawson from the Office of Military and Veterans services who was on the committee that drafted the original guidelines on GA level.
  - c. Approval for distribution of a survey on online attendance policies was granted by Senate Executive Committee with minor changes requested. This will be distributed in the near future.
  - d. Electronic withdrawal forum report-  
Although faculty attendance was relatively low several suggestions were made:
    - 2 week timeframe for getting approval from all parties with reminders every three days. The final reminder (only) should be sent to Chair. If the advisor or instructor is not responsive, the request will go to his/her Chair. For undecided majors, the advisor request should go to the Advising Center
    - There should be a "Pending" button for instructors/advisors to allow time for consultation with student.
    - Participants felt the portal should be open so that instructor and advisor can see the progress of the request.
    - The order of requests for approval for a linear system should be advisor first, instructor second but there was no strong preference for a linear vs. nonlinear system.
- V. Report from Dr. Schaub Associate Vice Chancellor of Enrollment
  - Enrollment is up 181 over spring 2015, mainly due to lower number of suspended freshman due to policy change. The greatest increase in retention is in continuing

students, not new students. 5916 is the total enrollment which is very close to the enrollment goal and this includes 115 new transfers.

- The Emerging Scholars began in the fall by inviting new students who registered for one of the latest orientation sessions (which had previously been shown to be an indicator of academic difficulty) to take the Strategies for Success class in order to prevent them from being placed on probation.
- The ASC lead by Derek Oxendine held the Midyear Academy last Friday (1/8) at which students who were put on probation after last semester were asked to attend. Over 230 students attended. The program defined what probation is, how to get off it, discussed time management and study skills, administered the LASSI (Learning and Study Strategies Inventory), and advised them individually to help them to adjust their schedules in keeping with the 13 hours maximum requirement of probation.
- Admissions for the class entering in 2016 look good with a projected class in the ballpark of our 2015-16 freshman class, which was quite large.

VI. Unfinished Business

- a. Review draft policy to come into compliance with the UNC Policy changes 700.7.1[R] Regulations for Military Student Success ([Appendix D](#))

The subcommittee passed a motion (6 for, 1 against) to remove the section entitled Military Student Success policy from the proposed changes to the catalog and make that a separate document which will be available on the Registrar's website. Several changes were made to this section but it was confirmed that the single point of contact for students being deployed would be the AVC for Enrollment. The subcommittee decided that a new form will need to be developed to indicate what option deployed students had selected for each course in which he/she was enrolled. This form would include a contract of coursework to be completed should the student choose to complete the course by an alternative format or a IM (Military Incomplete). For the February meeting of the subcommittee, the working group will again revise the policy language for the catalog in response to the feedback to the subcommittee.

VII. New Business

None.

VIII. Announcements

The next meeting of EMS will be February, 10, 2016. The Incomplete Contract discussion will be on the February agenda.

IX. The meeting was adjourned at 5:05pm

## Appendix B

### 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.

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.

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*Type of Form*        *Self* \_\_\_\_\_ *Chair* \_\_\_\_\_ *Peer*

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

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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.

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*Scholarship (10% to 40%)*

*Service (10% to 40%)*

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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.



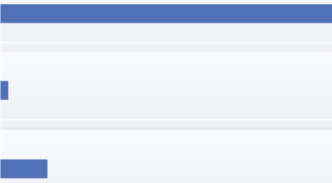
Other activities that can be done based on student needs include:

- 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.

## Appendix C

### 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%		
<b>Other. Please Explain.</b>						
WebEx Meeting						
oops. I don't teach online.						
I use a specific assignment for roster verification (and also allow students who register late to simply 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



<b>Other. Please Explain.</b>						
WebEx Meeting						
oops. I don't teach online.						
I use a specific assignment for roster verification (and also allow students who register late to simply 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

## Appendix D

*2015-16 Catalog, p. 67:*

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

~~Students who have not returned to the University in two semesters (one academic year), need to apply for readmission to the University. 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). Readmitted students and all others except for new freshmen and new on-campus transfers 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. New freshmen and new on-campus transfer students will register at New Student Orientation.~~

~~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.~~

*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 ~~during the designated early registration period,~~ (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 ~~designated early~~ registration period. Readmitted students and all others except for new freshmen and new on-campus transfers may complete their registration by following the same process beginning in the open registration period. New freshmen and new on-campus transfer students will register at New Student Orientation.



## 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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.**

Recommendation from the CB: Editorial

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.

