

May 17, 2018

Chris Shamburg

President

NJCU Faculty Senate

CC: Donna Piscopo

RE: **Senate Academic Standards Committee Report**

**Academic Standards Committee -**Dr. Vanashri Nargund, Chair

Dr. Vanashri Nargund, Chairperson

Dr. Barbara Blozen

Dr. Hanae Haouari

Dr. Zhimin Wang

Ian Jimenez, Student Rep.

Transfer and residency requirements reduced to 120 credits from 128.

**The committee needed clarification from the provost regarding transfer and residency requirements before reduction in transfer and residency requirements can be made.**

**The following transfer and residency recommendations was approved at the Senate 2/2018**

Based on discussions within committee, our recommendations for 2 year, 4 year transfer and NJCU resident students are as follows:

Transfer and residency requirements reduced to 120 credits from 128.

1. Transfer Credits from 2 year colleges: Reduce credits to 60 credits from 66 credits;

2. Transfer Credits from 4 year colleges or CLEP: Reduce to 90 credits from 96 credits;

3. New Jersey City University residency Credits: Reduce to 30 credits from 32 credits.

* Attached are recommendations by Senate Academic Success Evaluation Task Force (Appendix A) and our recommendations (Appendix B) based on that.

Appendix A

Senate Academic Success Evaluation Task Force

April 6, 2017

Dr. John Bragg (COE rep.)

Dr. Lorraine Chewey (CPS rep.)

Dr. Rich Zui Chih Lee (SoB rep.)

Dr. Joshua Fausty (Gen Ed rep.)

Dr. Audrey Fisch (CAS rep.)

Dr. Karen Morgan (Administration rep.)

Recommendations

1. We recommend that faculty be given the choice of using P/F or grades for midterm grades. However this is just one small piece of academic success and not an indicator that is early enough, reliable enough, or specific enough. It doesn’t provide enough information to help students or support services help students.
2. We recommend that resources be put into achieving faculty buy-in for early, substantive, meaningful, detailed student progress reporting.
3. Faculty need to know that if they make reports, there are clear guidelines and expectations for follow-up.
4. The EAB Alert function provides the following useful drop-down options: a) needs tutoring; b) absences; c) tardiness; d) missing assignments; e) writing support. There is a comment field. We recommend that the Alert function include the following additional drop-down options: a) early signs of substandard work; b) persistent sub-standard work (despite feedback/intervention); c) time management; d) non-academic challenges-financial; e) non-academic challenges-non-financial; f) academic disposition (beliefs and attitudes about participation in academic community); g) college readiness skills and techniques (goal-setting, persistence, self-awareness, motivation, tenacity); h) technology skills; i) academic integrity; j) making satisfactory progress.
5. There seems to be no functioning system for accurate assignment of students to advisors within the majors in EAB or across the University. This impedes student success.
6. Faculty will use these alerts at the 4-5 week mark and the 8-9 week mark. The system will be available throughout the semester if the need for intervention arises.
7. The Alert system will not be implemented until a high-quality response protocol has been designed and institutionalized with faculty input. For example, alerts about non-academic challenges should be addressed within 48 hours. The method of response, the person or people responsible, and the timeliness of the response need to be addressed.
8. We recommend a peer leadership and mentoring component.

Appendix B

* We recommend that faculty be given the choice of using P/F or grades for midterm grades.
* We recommend a functioning system for accurate assignment of students to advisors within the majors in EAB or across the University.
* We recommend that resources be made available to faculty to support their ability to provide early, substantive, meaningful and detailed student progress reporting.
* Faculty should provide specific progress report by utilizing EAB alert functions more efficiently. Currently the EAB Alert function provides the following useful drop-down options: a) needs tutoring; b) absences; c) tardiness; d) missing assignments; e) writing support. There is a comment field. We recommend that the Alert function include the following additional drop-down options: a) early signs of substandard work; b) persistent sub-standard work (despite feedback/intervention); c) time management; d) non-academic challenges-financial; e) non-academic challenges-non-financial; f) academic disposition (beliefs and attitudes about participation in academic community); g) college readiness skills and techniques (goal-setting, persistence, self-awareness, motivation, tenacity); h) technology skills; i) academic integrity; j) making satisfactory progress. K) Ineligible to be enrolled: missing pre-requisite
* Faculty will use these alerts at the 4-5 week mark and the 8-9 week mark. The system will be available throughout the semester if the need for intervention arises.
* The alert system will not be implemented until a high-quality response protocol has been designed and institutionalized with faculty input. For example, alerts about non-academic challenges should be addressed within 48 hours. The method of response, the person or people responsible, and the timeliness of the response need to be addressed.
* We recommend a peer leadership and mentoring component for students to support overall student success. Students selected for peer-leadership and mentoring should be trained and should follow selection criteria.