

**MINUTES OF THE MEETING
OF THE GRADUATE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
April 18, 2016
FINAL**

The Graduate AP&P Committee met on Monday, April 18, 2016 at 3:00 pm in the William C. Strickland Conference Room (224) of I.G. Greer Hall.

Present: John Abbott, Mark Bradbury, Audrey Dentith, Karen Fletcher, Elizabeth Graves, Marty Hall, Dru Henson, Marie Hoepfl, Lisa Houser, Kathleen Lynch-Davis, Victor Mansure, Gary McCullough, William Pollard, Max Poole, Ben Powell, Robert Sanders, David Shows, Jennifer Snodgrass, Susan Staub, David Wiley

Excused: Scott Collier, Patty Dale, Sharron Grimes, Holly Hirst, Dontrell Parson, Tyler Steelman, Sandra Vannoy

Absent: Denise Levy, William Pelto, Debbie Race, Terry Rawls, Glenda Treadaway

Guests: Edgar Peck, Peter Wachs

1. At 3:10 pm, Dr. Marie Hoepfl confirmed the presence of a quorum, called the meeting to order and asked guests to introduce themselves.
2. **MOTION 1: Approval of Minutes.** It was moved (Bradbury) and seconded (Shows) that the minutes of the March 21, 2016 Grad AP&P meeting be accepted – PASSED.

Procedural notes: All dual-listed undergraduate course changes are approved through the Undergraduate AP&P Committee. Except as otherwise noted in these minutes, curriculum and policy motions are made from the respective Grad AP&P subcommittees and do not require a second.

A. **New Business:** Policy Proposals:

The Undergraduate AP&P Policy Subcommittee and IRAP:

MOTION 2: To approve CHANGES to the combined AP&P proposal form (Parts A&B) - PASSED

Combined AP&P Proposal Form will reflect the following changes:

Part A of the AP&P Committee's Proposal Form will no longer have the "Dean" field; will change the forward slash to "or" in the College/School field and the Department/Program field, and replaces the "Dept. Chair/Prog. Dir." text with the word "Proposer."

Part B includes a box with the following prompt: For a new degree or certificate only: *Was Institutional Research, Assessment, and Planning (IRAP) consulted to develop functional learning goals and outcomes? Attach the goals and outcomes to be published on Academic Affairs' website. List the person contacted and the date he or she was contacted.*

The AP&P Policy Subcommittee:

MOTION 3: To approve multiple CHANGES/DELETIONS to the *Academic Governance Handbook*-
PASSED

The AP&P Policy Subcommittee requests consideration of multiple changes to the [*Academic Governance Handbook*](#), as summarized below in the "AP&P Subcommittee-- Academic Policies Recommendations Summary 2015-2016" document. [Note: The AP&P Policy Subcommittee was initiated prior to creation of the Graduate AP&P Committee and was charged with updating the *Academic Governance Handbook*. The recommendations for changes were submitted by that body, which is distinct from the Grad AP&P Policy Subcommittee but now includes individuals representing both undergraduate and graduate AP&P.]

AP&P Subcommittee-Academic Policies (Academic Governance Handbook-AGH)

Recommendations Summary 2015-2016

- Jon Beebe - Faculty Representative (AP&P)
- Rich Crepeau - Faculty Senate (Acad. Policy)
- Julie Hayes - AP&P Specialist
- Marie Hoepfl-Graduate AP&P
- Kristin Hyle - General Education
- Joe Klein - Faculty Representative (AP&P)
- **Edgar Peck - Committee Chair**
- Ben Powell - AP&P Chair
- Tina Proctor - College of Health Sciences
- Debbie Race - Registrar's Office
- Robert Sanders - Graduate School
- Tara Strickland - Registrar's Office
- David Wiley - COE

CC: **Paul Gates (Faculty Senate), Susan Davies (Enrollment Services), Mike Mayfield (Academic Affairs)**

Meetings: **Faculty Senate** **April 11, 2016**
 Graduate AP&P **April 18, 2016**
 Undergraduate AP&P **May 4, 2016**

Recommended Changes

2014-2015

1. Graduation-Commencement Walkers

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in the Undergraduate Bulletin (Fall 2015)

Nov 13th Meeting

2. Committee recommends changing the name of Academic Governance Handbook to the "AP&P Manual".

3. Academic Load

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in the COE POS and COE Student Manual.

Edits to the COE UG Bulletin and Grad Bulletin were considered, but are unnecessary.

4. Admissions Policies-Exceptions

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in the Undergraduate and Graduate Bulletins.

5. Catalog Adoption

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in the Undergraduate and Graduate Bulletins.

6. Student records-Policies and procedures concerning the release of student information

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in sections 105 and 800 of the Policy Manual.
Information also appears in the UG Bulletin-Academic Regulations and Grad. Bulletin Privacy section.

7. Grade Changes

Committee recommends deleting this section of the Academic Governance Handbook.
Edits will be made to the Faculty Handbook to include this information.
The Faculty Senate will vote on edits to the Faculty Handbook in the April 2016 meeting.

8. Independent study

Committee recommends deleting this section of the Academic Governance Handbook.
Edits will be made to the Faculty Handbook to include this information.
The Faculty Senate will vote on edits to the Faculty Handbook in the April 2016 meeting.
Student information appears in Undergraduate and Graduate Bulletins.

9. Individual study

Committee recommends deleting this section of the Academic Governance Handbook.
Edits will be made to the Faculty Handbook to include this information.
The Faculty Senate will vote on edits to the Faculty Handbook in the April 2016 meeting.
Student information appears in Undergraduate and Graduate Bulletins.

10. Awarding degrees posthumously

Committee recommends deleting this section of the Academic Governance Handbook.
Edits will be made to add this information to the Policy Manual.
The Chancellor's Cabinet will vote on the addition of this policy in the April 2016 meeting.

Nov 30th Meeting

11. Selected topics course – guidelines

Committee recommends editing this section of the Academic Governance Handbook.

12. Scheduling of courses to be offered for credit

The committee recommends editing this section of the Academic Governance Handbook.

13. Change of course

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in the drop/add, dropping a course section of the UG and Grad. Bulletins.

14. Leave of absence

Committee recommends deleting this section of the Academic Governance Handbook.
Information appears in the Graduate Bulletin.

Jan 25th Meeting

15. Instructional Assistance Program

The committee recommends deleting this section of the Academic Governance Handbook
Information appears in the Academic Regulations portion of the Undergraduate Bulletin
Information appears in the Numbering of coursework portion of the AGH

Feb 29th Meeting

16. Numbering of coursework

The committee recommends editing this section of the Academic Governance Handbook.

17. Academic Governance

The committee recommends editing this section of the Academic Governance Handbook.

18. The Academic Policies and Procedures Committee

The committee recommends editing this section of the Academic Governance Handbook.

19. Curriculum Approval Process Flow Chart

The committee recommends editing this section of the Academic Governance Handbook.
Information appears on the AP&P website.

Pending Changes 2016-2017

1. Centers and Institutes

Deletion of AGH section will be recommended in the future if edits are made to the Policy Manual.
The committee recommends editing and adding this section to the Policy Manual.
Alan Utter is working to edit this document and propose addition to the Policy Manual.

2. Change of major

Deletion of AGH section will be recommended in the future if edits are made to UG Bulletin.
The committee recommends editing and adding this section of the AGH to the UG Bulletin.
Information appears in the Graduate Bulletin.
Proposal has been submitted to edit the Undergraduate Bulletin (Fall 2017).

3. Incomplete grades

Deletion of AGH section will be recommended in the future if edits are made to UG Bulletin.
Information appears in the Undergraduate Bulletin-Academic Regulations.
Information appears in the Graduate Bulletin-Incompletes-No edits are required.
Committee recommends editing the Undergraduate Bulletin.
Proposal has been submitted to edit the Undergraduate Bulletin (Fall 2017).

4. Request to take coursework at another school

Deletion of AGH section will be recommended in the future if edits are made to UG Bulletin.
The committee recommends editing this section of the UG Bulletin.
Proposal has been submitted to edit the Undergraduate Bulletin (Fall 2017).

2015-2016 Subcommittee Meeting Minutes

Please refer to AsuLearn site for previous meeting minutes as Word document attachments.

4. **Old Business:**

A. Policy Proposal (tabled at the March 21, 2016 meeting)

School of Graduate Studies:

MOTION 4: To approve Graduate Program Assessment process- PASSED

G_GRAD_2015_05 CHANGE the **Graduate Program Assessment: Standards and Guidelines** to read as follows on next page:

MOTION 5: To approve the draft **Memo to the Provost** to accompany the **Graduate Program Assessment: Standards and Guidelines** - PASSED

DATE: April 18, 2016

TO: Dr. Darrell Kruger, Provost

CC: University Deans' Council
University Academic Assessment Council, Council of Chairs

FROM: Graduate Academic Policies and Procedures Committee

RE: Graduate Program Assessment: Standards and Guidelines

The attached Graduate Program Assessment Standards and Guidelines document was developed by members of the Graduate AP&P Policy Subcommittee, reviewed and commented on by various stakeholder groups across campus, and reviewed and adopted by the Graduate AP&P Committee on April 18, 2016.

This document replaces the graduate program review policy put in place in 2008 (which was never formally implemented, in part due to the subsequent program prioritization process). It was developed in response to adoption of the University's Institutional Effectiveness model and to address SACS Core Requirement 2.5 and Comprehensive Standard 3.3.1, with the goal of establishing program standards that reflect the character and needs of graduate programs.

These standards and suggested indicators are designed merely to guide the program review process and do not supersede whatever program review policies and timelines may be established by departments, colleges, or the University. It was on this point that reviewers of the document raised the most vocal concerns, however, expressing the need for greater clarity about how the University is going to implement the Institutional Effectiveness model, including reporting requirements, timelines, review analysis, and follow up.

The members of the Graduate Academic Policies and Procedures Committee are committed to the process of program review and improvement, and this document is meant to guide the assessment of graduate program.

Graduate Program Assessment: Standards and Guidelines

In accordance with the University's [Institutional Effectiveness \(IE\) Model](#), the following guidelines have been developed to facilitate the review of graduate programs. This document presents a set of common standards, along with suggested indicators that can be used to demonstrate the extent to which graduate programs meet those standards. Programs may elect to include additional evidence to document effectiveness, or may select indicators deemed more appropriate for the program (e.g., accreditation metrics) to demonstrate how it meets the standards. This process is designed to *integrate with* (rather than to overlay or supersede) the University's IE Model as well as with any accreditation reviews a program may undergo. The standards and recommended indicators were developed to specifically reflect the structure and characteristics of graduate programs, and this document was designed to replace the [current graduate program review guidelines](#) that were put in place in 2008.

Program review is an ongoing process used to drive program improvement, with the primary goal of helping graduate programs function at the highest level of academic quality. Consistent with the Appalachian State University IE Model, all graduate programs are encouraged to complete formative reviews as well as periodic comprehensive reviews that incorporate a unit self-study and an external review of the program (see Appendix). Data collection and analysis may be completed by members of a graduate program's full-time graduate faculty and should adhere to whatever program review expectations have been established by the department and college. Annual and/or "mid-cycle" reviews are anticipated to serve a largely reflective function to assist with program monitoring and planning. Formative reviews should also help to enhance a program's readiness for the periodic comprehensive review (PCR), which is expected to serve a largely summative function. These recommendations are consistent with the Southern Association of Colleges and Schools (SACS) Core Requirement 2.5 and Comprehensive Standard 3.3.1.

This document is divided into three parts. Part 1 outlines a suggested process for program review; however, decisions about the process used by any program will be dependent on the reporting requirements specified by the home college and/or the University. Part 2 identifies program standards and suggested indicators. Sources for information to address each indicator are shown parenthetically after each indicator. This section also includes reflection questions to help focus the analysis of indicators. Part 3 provides a suggested framework for analysis and reporting for annual (or mid-cycle) reports and for the periodic comprehensive reviews.

PART 1: RECOMMENDED GRADUATE PROGRAM REVIEW PROCESS

1. **Annual (Formative) Review:** Designed to facilitate ongoing and formative reflection, and to provide programs with longitudinal data that can be included in the PCR. Members of the department or program's full-time graduate faculty, led by the graduate program director, collect and analyze information related to the annual review indicators and prepare a summary report *that meets college-level and/or University requirements for annual reporting*.
2. **Mid-Cycle (Formative) Review:** Although not specified in the current IE model, a mid-cycle formative review is recommended to assess progress toward the PCR. The mid-cycle review can focus on the annual data collected to date and on results from the Graduate School's periodic survey of graduates, and may be guided by the reflection questions provided here. Programs that elect to carry out a mid-cycle review can request that their report be reviewed by an ad hoc committee of the Graduate AP&P, which will provide confidential, formative recommendations to help program faculty prepare for the PCR.
3. **Periodic Comprehensive Review (PCR):** In accordance with the University's comprehensive unit review [schedule](#), members of the department or program's graduate faculty prepare a report that: (a) summarizes information from the formative reviews, (b) includes data showing how the program addresses the graduate program review standards, (c) analyzes major findings, and (d) identifies future directions for the program. *This report will be reviewed according to the IE process determined by IRAP and the University Deans' Council.*

PART 2: GRADUATE PROGRAM REVIEW STANDARDS & QUALITY INDICATORS

Standard 1: The program has a clear, current, and comprehensive mission that supports the mission of the College or School and of the University. Suggested documentation may include (with possible data sources):

PERIODIC COMPREHENSIVE REVIEW

- a. Brief historical and contextual description of the program, with a focus on recent changes. (Program)
- b. Organizational chart or flow chart showing program/department structure. (Program/Department)

REFLECTION QUESTIONS

1. Have we reviewed our program goals and aspirations, and are these reflected in our program mission statement?
2. Does our program mission statement align with the missions of the department, college, and university?

Standard 2: The program recruits, retains, and graduates high quality students. Suggested documentation may include:

ANNUAL OR MID-CYCLE REVIEW

- a. Average UGPAs and standardized test scores for admitted students, as well as for students who were admitted but did not enroll (Graduate School)
- b. Number of complete applications received by the program across all active admission periods for the year, and the acceptance and yield rate for these complete applications. (Graduate School)
- c. The ratio of accelerated admission students admitted/enrolled to students who are admitted/enrolled from outside the program or university. (Graduate School)
- d. The program's target, and average, time-to-degree, in years. (Graduate School)
- e. **DISTANCE EDUCATION PROGRAMS ONLY:** Number of cohorts/sites that are active, and number of students enrolled in each cohort/site. (IRAP/Office of Distance Education)

PERIODIC COMPREHENSIVE REVIEW

- f. Number of complete applications received by the program, on average, over the past five years, and the program's capture and yield rate over those five years. (Graduate School)
- g. Program enrollment trends over the past five years, broken out by majors, certificates, concentrations, and minors (as applicable). (IRAP)
- h. Student credit hour production trends in the program over the past five years. (IRAP)
- i. Enrollments in similar programs (same CIP code) at other UNC campuses. If the program is markedly smaller than others in the UNC system, provide a rationale for maintaining the program's enrollment, or a description of what steps are being taken to increase the program's enrollment. ([UNCGA /Program](#))

¹ Note that the PCR schedule is subject to change; programs should verify the schedule directly with IRAP or their home college.

REFLECTION QUESTIONS

1. Have we met our application targets? If not, why not? What can we do differently to enhance the number of applicants to our program?
2. What factors explain our program enrollment trends? Are we satisfied with these trends? What recruitment strategies have we implemented, including strategies to attract a diverse population of students?
3. What has been our experience with accelerated admission students? Are changes needed in our approach to accelerated admission?
4. Does student credit hour (SCH) production within our graduate program meet established targets for the college? What changes in how courses are offered might be needed to reach our SCH targets?
5. Have we met our time-to-degree target? If not, why not? What can we do differently to allow for timely degree completion by our students?

Standard 3. The program has established a high-quality curriculum that focuses on student learning and scholarly engagement, is responsive to information from stakeholders, and contributes to student success following graduation. Suggested documentation may include:

ANNUAL OR MID-CYCLE REVIEW

- a. The program's goals and student learning outcomes, as entered into Xitracs, and a description of what action plans have been adopted and implemented as a result of the assessment of student learning outcomes. (Program)
- b. Notable indicators of student scholarly and/or creative endeavors, as demonstrated by student presentations, publications, performances, awards, performance in practicums/internships, etc. (Program)
- c. Percentage of graduates employed in the field of study within six months of program completion, and/or percentage of graduates admitted to doctoral or other terminal degree programs. (Graduate School/Program)
- d. Where applicable, student performance on standardized tests required for licensure or accreditation. (Program)

PERIODIC COMPREHENSIVE REVIEW

- e. Data from the Graduate School survey of program completers regarding program quality. [Note: if fewer than five graduates respond these data are not reported so will be excluded from the survey report.] (Graduate School)
- f. Information from periodic data collection efforts (surveys, focus groups, etc.) of alumni regarding program quality, structure, and outcomes. (Program)
- g. Evidence of use of program assessment results to revise the program's curriculum and/or structure. (Program)
- h. Where applicable, results of the most recent accreditation effort. (Program)

REFLECTION QUESTIONS

1. What have we learned about student attainment of identified learning outcomes, as determined through program assessment efforts? What programmatic changes have we made in response to program assessment?
2. Are graduates of our program successful in achieving their professional goals?

Standard 4. The program is supported by engaged and effective graduate faculty members.

Suggested documentation may include:

ANNUAL REVIEW

- a. Percentage of graduate courses taught by tenure-track or tenured faculty, by full-time lecturers or clinical faculty (NTT), and by part-time faculty. If the program has a distance education program, report these data separately for that program. (Program)
- b. Notable indicators of graduate faculty scholarly and creative endeavors, as demonstrated by presentations, publications, external funding, performances, awards, and so on, including collaborative faculty/student scholarly endeavors. (Program)

PERIODIC COMPREHENSIVE REVIEW

- c. Details about the structural elements of the program to insure effective mentoring of graduate student work, as demonstrated by the ratio of students to graduate faculty who actively advise graduate students, the average thesis mentoring load of full-time program faculty, the percentage of research-active graduate faculty, time toward student completion of capstone research/creative endeavors, and/or other factors as determined by the program. (Program)

REFLECTION QUESTIONS

1. Do we have sufficient faculty resources to offer program courses in a way that allows for timely degree completion by students? What gaps exist in our faculty expertise and/or ability to deliver courses when needed?
2. Do our graduate faculty serve as effective models of active and engaged scholars?
3. Is the process in place for reviewing the qualifications of tenured/tenure-track, NTT faculty, and part-time faculty adequate for assessing the effectiveness of program faculty?

Standard 5. The program has adequate resources to effectively meet its mission and goals.

Suggested documentation may include:

ANNUAL REVIEW

- a. The annual allocation of resources from the Graduate School in terms of assistantship funding, scholarships, and NC Tuition Scholarships, and a list of sources other than the Graduate School that have provided assistantships and/or scholarship funding for students in the program. (Graduate School/Program)
- b. The amount of extramural funding the program faculty have acquired. (A-Grants)
- c. The average number of student credit hours (SCH) generated per graduate course offered by the program for the calendar year. (IRAP)

PERIODIC COMPREHENSIVE REVIEW

- d. Description of program resources, including, as applicable: access to suitable classrooms; availability of library resources; support for faculty scholarly work (e.g., start-up funds, equipment, lab/studio space); adequacy of IT resources and productivity work flow; availability of student research and graduate assistant work space; availability of faculty office space; etc. (Program)

REFLECTION QUESTIONS

1. What program needs or functions are not being met due to insufficient numbers of graduate assistants within the program?
2. What efforts have we made, and could we make, to supplement the amount of funding that is available for graduate assistantships and/or scholarships to support students in our program?
3. Are available spaces and equipment adequate and appropriate for meeting the needs of the program? What additional physical resources are necessary to fulfill the core mission of the program?

PART 3: ANALYZING MAJOR FINDINGS AND IDENTIFYING FUTURE DIRECTIONS

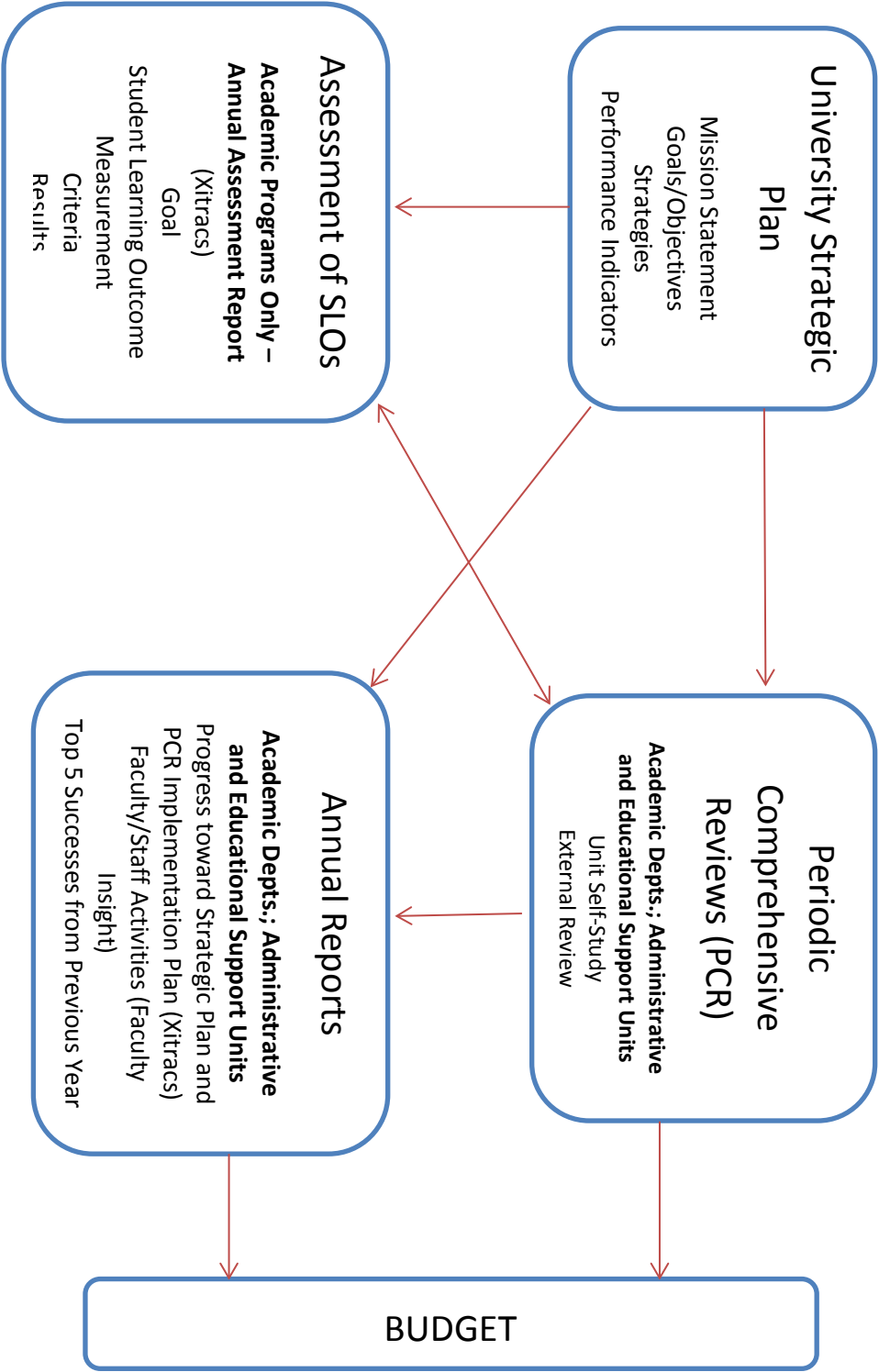
A. Annual and Mid-Cycle Review

- i. What program strengths have been identified?
- ii. What weaknesses or areas for improvement have been identified?
- iii. What opportunities for future growth or quality enhancement have been identified?

B. Periodic Review

- i. What program strengths have been identified?
- ii. What weaknesses or areas for improvement have been identified?
- iii. What opportunities for quality enhancement have been identified?
- iv. What future goals/directions have been identified for the program for the next five years? (4-5 goals are recommended.)
- v. What specific action steps will the program take to achieve these goals?

APPENDIX Institutional Research and Planning (IRAP) Model of the Institutional Effectiveness Cycle



5. Discussion Items:

- A. General discussion about Policy priorities included Dual Degree (What are they and how do you articulate them?); Tuition Surcharges (Who gets charged what and why); relationship between Accelerated Admissions and GRE score requirements for Fellowship awards, etc.; GRE Score/Standardized Test Score Requirements for Certificate Programs and in general; and examination of Interdisciplinary Certificate Programs.
- B. Marie thanked all members and recognized current Committee members who will be leaving:
 - a. Jennifer Snodgrass (Music) to be replaced by Victor Mansure
 - b. Tyler Steelman (GSAS) – graduating
 - c. Denis Levy (Social Work) transitioning to Associate Dean
- C. Updates from the School of Graduate Studies
 - a. Max Poole recognized Marie Hoepfl for her incredible leadership as the first Chairperson of the newly formed Graduate AP&P Committee and also Marty Hall for her contribution to the process.
 - b. Max confirmed that the Appendix A to establish a MSA in Fermentation Science was submitted to the General Administration after two years of refinement.
 - c. Graduate Student and Faculty Awards Reception was attended by over 100 people.
 - d. Graduate Studies Cook-Out will be held on Thursday, April 21, 2016 at 11:30 in the Plemmons Student Union.
 - e. Rob Sanders discussed that two demonstrations hosted by Enrollment Management for catalog software have already taken place with another meeting to be held on April 27, 2016 to select the specific vendor/program. The curriculum management portion of the software system will be purchased in the future when funds are available. Various other schools are successfully using the software to great benefit.
- D. Marie recognized and thanked her co-Chair, Mark Bradbury.

Meeting adjourned at 4:30 pm by Marie Hoepfl, with a reminder that the next meeting will be in the fall semester – date to be determined.