THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number   4220S
Date of Senate Approval   04/30/20
- -
Statement of Faculty Senate Action:

APC Document 38:   **Academic Alert Name Change and Expansion to all Courses**

Effective Date: Fall 2020

1.   **Delete:** in the Faculty Handbook, **in section 5.2.1.1:**

Entering Academic Alerts, Reporting Grades and Returning Student Work

Entering Academic Alerts

Academic Alerts during the semester identify struggling students so that both the
instructor and Advising and Learning Support can help them achieve academic success;
they also recognize students who are performing well. Instructors in 100-level courses
are required to enter Academic Alerts via their OnePort account for all students in these
courses by the end of the fifth week each semester; in addition, faculty members are
encouraged to enter Academic Alerts for all of their courses by the end of the fifth week,
as well as follow-up alerts by the end of the tenth week of each semester. Faculty
members needing additional information on entering alerts should contact OneStop.

Add: in place of the deleted entry:

Entering Academic Indicators, Reporting Grades and Returning Student Work

Entering Academic Indicators

Academic Indicators submitted during the semester can identify struggling students so
that both the instructor and the advising staff of the Academic Success Center can
connect them with appropriate campus resources; they also recognize students who are
performing well. By the end of the sixth week, instructors of all classes are required to
enter academic indicators for all students via their OnePort account. Faculty members can
enter additional follow-up academic indicators at any point later in the semester if they
wish to provide additional feedback. Faculty members needing additional information on
this process should contact the Academic Success Center.

Impact:

1. Student Success: Students frequently complain to the Academic Success Center that they are confused about their standing in courses. The number of such complaints might decrease should students receive clear indicators of their progress. Since this policy would affect all courses, struggling students and their advisors would benefit from additional data points to assist in informing their curricular direction and supporting a reasonable timeline towards graduation.

2. Faculty Workload: This expansion of the academic alert program includes all teaching faculty. While the reference document SD2117S (https://www3.unca.edu/facultysenate/2016-17/SD2117S.pdf) estimates that entering alerts requires no more than 60-90 minutes a semester for a faculty member teaching two or three courses, we recognize that the estimate will vary according to course enrollments. We do not estimate any additional time to the 60-90 minute calculation for the course instructor since we are assuming that faculty adhere to the faculty handbook and catalog statements: "Prior to the official withdrawal date, instructors must provide students with an evaluation of their performance; this may be through test grades or other appropriate evaluation techniques…", and "The student should receive the results of at least one evaluation by the end of the fifth week..." We do recognize this policy does increase the workload of the active advising faculty who will be expected to meet with struggling students to determine a pathway to recovery/success.

3. Staff workload: It is expected that the Academic Success Center and academic advisors will receive an increase in consulting visits. There is also additional workload for monitoring the submission of the alerts and sending follow-up emails.

Rationale:

1. Why the expansion of the Academic Alert Program?

    a. The Academic Alert Program was established so that we can better address the [UNCPolicyManualChapter400.1.5](#) Regulations Related to Fostering Undergraduate Student Success, which requires all institutions to use and regularly improve an Early Alert system. Note that the guidelines therein state that, at a minimum, our institution is to monitor "all first time and transfer students, sophomores, student athletes, students on academic warning or probation, students whose semester or term GPA is less than 2.0, students returning from academic suspension or academic dismissal, and other at-risk populations as determined by the campus." The current academic alert policy of submitting alerts for 100-level courses does not guarantee that we monitor sophomores and transfer students. Submitting indicators for all students would clearly indicate compliance.

    b. This expansion will help with the institution's current focus on student retention, which has fallen from 82% in 2009 to 79% in 2014, and now stands at 73%. Increasing attention

on all students (beyond 100-level courses) will help identify students who are struggling and connect them with appropriate resources across campus.

    c. Expansion of the academic alert program will provide academic advisors and the Academic Success Center increased opportunities to address course performance issues.

2. Why change the name? We understand that, to a student, an "Alert" can possibly have a negative connotation. Receiving an indicator rather than an alert, even if the alert is "Satisfactory Progress," is more benign.