Date: 11/26/2018
8-9 a.m. Building 19, room 239

Non Standard Grading Work Group Minutes

Attendance:

X	Jessica Alvarado, Counseling	A	Lee Imonen – Art	A	Dennis Gilbert – Physics	A	Dawn Whiting – Registrar (remote)
X	Brenda Williams – HS Connections		Susie Cousar – Health and PE (remote)	A	Elijah Herr Fin Aid Director	X	Norma Driscoll
	Adam Atman (remote)			X	Gerry Meenaghan		

Facilitator – Jessica Alvarado Guest: Paul Jarrell

Topic	Notes
Opening	**Motion:** *Faculty Council will direct the work group to include appropriate administrative involvement and will now focus on identifying acceptable grading alternative to recommend to Faculty Council. The work group meetings will be open- it currently meets Mondays 8-9 a.m. in Building 19 room 239. Winter term day, time and location TBA* *Amendment: Additional outreach to include campus wide Faculty feedback in the Faculty Council blog and by email and also facilitated by Faculty Council Members.*
Review of Minutes	Approved and posted 11/19/2018 Minutes Approved
Business	Winter term meeting time starting January 10th Thursday 10 a.m. weekly
Update 11/26/18	Gerry Meenaghan provided information about the UO also not using their equivalent Y (no basis for a grade) starting a year ago. He has volunteered to research what other institutions are doing. It will also be interesting to know the solutions being used by other institutions. Goal is to have information for January meeting. One example is an F A mark meaning – F grade for failure to attend. Elijah Herr – See attached Withdrawal Flow chart
Role of Work Group	Role of work group is to review issues and to provide recommendations back to Faculty Council for consideration. Role of Administrative Advisors is to assist in generating solutions and to advise regarding potential outcomes.
Priorities	• Student Success and Retention • Minimizing harm to students • Student Autonomy • **Compliance factors** – related to Financial Aid/Registrar • Consistency – proposed by Norma in use of administrative marks. Dennis added that certain disciplines may need to vary from common practice for pedagogical reasons. • Communication and clarity – outreach to faculty once a common processes agreements can be made regarding use of Non Standard Grading marks • Need to decide on processes, policies and procedures for the majority of the faculty and consider exceptions separately. Should not make decisions based on exceptions. This was debated. **As solutions are being considered Dennis has requested that we address two key elements: (addition 11/19/18)** **1) The problem that the proposed solution would solve** **2) What/whom interest is best being served**
Scenario responses	Reviewed Scenarios with the four faculty present and what they would do for each. Jessica and Brenda included possible other options. Norma and Gerry

	indicated when she would currently use NC without other options available. All are based on the following assumptions: 1) No Show drops are accurate and completed as per guidelines. 2) The instructor has done due diligence to reach out to the student so they are aware of their academic performance and the potential consequences 3) One of the challenges is defining what is "due diligence" and what the responsibility of adult learners. **<u>What would we do in the following situations:</u>** In-person class: Attends week 1 (cannot no-show drop) Does not attend Week 2, 3, 4 Does not do homework during Week 2, 3, 4 Brenda - AW Jessica – I-U or NP/F Gerry - NP/F Norma - NC ---------- Attends week 1 Attends Week 2, 3, 4 (may talk in class or not) Does not do <u>any</u> homework during Week 2, 3, 4 Brenda - F Jessica – NP/F Gerry - NP/F Norma - NC _____ Attends week 1 (cannot no-show drop) Attends Week 2, 3, 4 (may talk in class or not) Does <u>some</u> homework during Week 2, 3, 4 Brenda - F Jessica - NP/F Gerry - NP/F Norma - NC _____ Attends week 1 (cannot no-show drop) Attends Week 2, 3, 4 (may talk in class or not) Does homework through these weeks Stops coming to class as of Week 5 and on Stops doing any work as of Week 5 and on No communication or some communication with the student after week 5 Brenda – NC or alternative Jessica – I-U or NP/F Gerry – NP/F Norma – Earned Grade _____

Date: 11/26/2018
8-9 a.m. Building 19, room 239

	Attends week 1 (cannot no-show drop) Attends Week 2, 3, 4 (may talk in class or not) Does homework through these weeks Stops coming to class as of Week 5 and on Does some work as of Week 5 and on Brenda – F or alternative Jessica - NP/F Gerry – Calculate Grade Norma – Earned grade _____ Attends week 1 (cannot no-show drop) Attends Week 2, 3, 4 (may talk in class or not) Does homework through these weeks Stops coming to class as of Week 5 for a few weeks Stops doing any work as of Week 5 for a few weeks Returns to class week 7 and communicates a life problem happened during the middle of the term Brenda – NC or alternative Jessica – I, Adjust Alert Status or Refund or AW Gerry - I or calculate Grade Norma – Earned grade, withdrawal or incomplete
When should F be used?	Did not discuss
Request to Adjust Alert Status	Did not discuss further
Withdrawal flow Chart	Discussion: While it's valuable to try and understand what the specific consequences are for each potential decision and student parameters the take home message seemed to be the following: Could we simplify the chart so students could understand it? 1) It would be helpful to include a communication plan for faculty to students whom they identify as struggling to be referred to financial aid, academic advisors, student success coaches. 2) Could we create as part of an early alert system – a easy to use system that faculty could use to submit an academic student of concern process –set up in Moodle or myLane? This could be responded to by Student Success Coaches or academic advisors? For one of three reasons a) Non attendance, b) non participation or failing performance at a mid point in the term. 3) How can we use the current Academic Progress Standard system to work with students
Communication Plan	Still need to develop this.
Remaining items	**Will be discussed in the future**
NC Data/No Show Drop	Data request from Dawn Whiting
Mid Term Progress updates for students	Students benefit from knowing about the progress they are making in courses to be better informed related to next steps including making grade change options and dropping courses.

Date: 11/26/2018
8-9 a.m. Building 19, room 239

Last Date of Attendance	Will be an important data need for most of the solutions being considered.
Attendance Policies?	
Pass/No Pass	When would changing a course default grade to Pass/NoPass be better? Certain courses may be better suited for a default grade of Pass/No Pass instead of Standard Grading. What would be good examples for this? Courses numbered less than 100 that are not being used to meet program, certificate or degree requirements – could these be considered
Refund Processes	
NC	Do we continue using NC? Not decided yet. NC's are not to be used in place of D's and F's this is in the policy – yet it is likely happening. What are the compelling reasons to keep this option? What are the reasons to consider discontinuing it? What problems are faculty trying to solve by using this? If we were to do an administrative withdrawal process – would we need NC?
Grading option impacts on	Financial Aid Academic Progress Standards
Petition to Absolve grades	• How is this currently functioning. If faculty understood this better – would they be less likely to use NC. Students are currently required to "Petition to Absolve Lower Grades." Is there an option to make this more automatic?
Incomplete Processes	Primer for what to discuss regarding Incomplete Processes
Accountability	Who is and how are the use of Non Standard Grading options being evaluated, enforced, supported? What is the role of Deans and the Registrar? Example when NC is being used in place of an earned D of F grade.
Future Topics	What are our next steps?