

Faculty Senate Academic Standards Committee

Policy Recommendations

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Policy Recommendations

- Faculty Senate Academic Standards Committee was asked to review academic holds, withdrawal, add/drop dates, and dismissal policies and provide recommendation to the Faculty Senate and Senate Executive Leadership.
 - 1. Academic holds
 - a. What issues create holds? (Library fines, vaccination status, unpaid tuition, etc.)
 - b. Data collection is needed on who is getting holds on their accounts (which year are they in, transfer students, race, etc.)
 - 2. Withdrawal, add/drop dates
 - a. Can there be a different policy for withdrawals for students in crisis after the withdrawal date?
 - b. Should the add/drop dates be the same?
 - c. Should the add drop date be pushed back?
 - 3. F's
 - a. Do F's remain on the student transcript? If so, should we consider changing this policy? How can/should this be changed? How many "Fs" can be expunged from a student's transcript? Under what circumstances
 - b. Does the Pass/Fail policy need to be revised?
 - 4. When students are dismissed, can they appeal the college's decision?

Policy Recommendations

- The committee met with faculty members, administrative teams, the Office of Academic Research, Assessment (OARAAA/ORAP), and the Office of the Registrar representatives, conducted in-person interviews, and evaluated other academic institutions' similar policies.
- The committee also conducted online surveys and sent open-ended questions to all colleges and faculty members. The survey was completely anonymous, and no personally identifiable information was captured. We also combined all responses to further protect participants' anonymity.

Policy Recommendations

- The response rate was 27.14% (92/339)
- All questions were open-ended. Our objective was to collect qualitative answers and understand faculty members' perceptions without limiting or influencing them with predefined answers.

Retention Rates 2012 - 2021

College/School	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
College of Arts and Sciences	82.9	81.1	85.3	86.9	82.9	83.3	81.9	79.7	83.1	87.0
Willumstad School of Business	79.8	83.7	82.8	83.6	82.2	83.8	82.0	81.3	84.7	80.2
College of Nursing and Public Health	87.0	88.8	91.7	93.0	92.1	88.4	88.5	85.7	89.6	88.6
School of Social Work	80.0	84.6	72.7	60.0	70.0	100.0	85.7	82.4	90.9	87.5
Derner School of Psychology	90.7	88.0	92.5	85.1	84.2	87.1	79.4	77.5	84.1	84.5
Ammon College of Education and Health Sciences	78.3	80.6	88.6	91.8	87.5	81.7	87.0	78.9	87.1	87.3
College of Professional and Continuing Studies	77.4	66.7	53.3	53.9	72.4	59.4	58.5	54.8	53.5	63.0
General Studies	78.2	73.7	73.2	75.0	73.6	56.1	63.3	59.6	53.1	50.7
Office of the Provost (Health Sciences)	***	***	***	***	***	***	***	***	***	100.0
Overall	82.3	81.1	83.2	84.2	83.1	79.8	80.5	78.6	82.2	82.8

Regional Competitors

CUNY Baruch	***	***	90	91	91	90	88	89	88	***
CUNY Hunter	86	87	86	83	85	83	85	81	84	***
CUNY Queens	87	84	86	85	84	84	84	82	83	***
Hofstra University (NY)	78	78	80	80	82	81	82	82	83	***
L.I.U. Post	68	72	75	72	74	78	74	76	77	***
Molloy College	88	89	90	87	85	88	89	84	88	***
New York University	***		92	93	93	93	94	94	90	***
Pace University (all campuses)	74	76	76	78	77	80	79	78	73	***
St. John's University (NY)	76	80	79	80	84	83	84	82	83	***
SUNY Albany	***	***	81	82	84	83	81	80	83	***
SUNY Binghamton	***	***	89	91	92	91	92	90	92	***
SUNY Farmingdale	80	82	80	79	81	83	84	80	83	***
SUNY Stony Brook	90	90	89	90	89	90	90	89	90	***

National Institutions
Peers

Fordham University (NY)	88	91	89	91	91	91	90	91	89	***
American University (DC)	***	***	87	88	90	90	88	87	85	***
University of Denver (CO)	86	87	86	86	87	87	88	85	84	***
University of San Francisco (CA)	88	89	89	83	86	85	83	85	76	***

Aspirational

Boston College (MA)	95	85	96	95	95	95	95	95	93	***
Tulane University (LA)	***	***	92	92	92	92	94	93	92	***
University of Rochester (NY)	***	***	96	96	96	97	95	94	92	***

Source: Office of Academic Research, Assessment and Accreditation

ACADEMIC HOLDS
UNDERGRADS
SPRING 2018 - SPRING 2022

Action Description	Pre-Pandemic				Post-Pandemic				
	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Initial Probation (PR1)	10	10	8	6	8	7	5	8	6
Final Probation Contract (PR4)	6	6	6	5	4	1	0	0	0

Source: Office of Academic Research, Assessment and Accreditation

ACADEMIC HOLDS
GRADS
SPRING 2018 - SPRING 2022

Action Description	Pre-Pandemic				Post-Pandemic				
	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Initial Probation (PR1)	1	***	***	***	***	***	***	***	***
Final Probation Contract (PR4)	13	12	10	12	10	11	8	4	6

Source: Office of Academic Research, Assessment and Accreditation

Add/Drop/Withdrawal Deadlines

Office of the Registrar

- Currently, students may add courses up through the end of the second week of class. Faculty and advisors seem concerned at the risk we place on students by allowing them to freely add classes so late.
- Drops can occur through the end of the fourth week, with the withdrawal period extending through the end of the ninth week. Last year, when Faculty Senate approved the temporary extension of the withdrawal date to the end of the fourteenth week in lieu of renewing the COVID-related P/NC grading option, some questioned whether there might be a need for a permanent lengthening of the withdrawal period.

Last day to:	Add	Drop	Withdraw
Adelphi	2	4	9
CUNY	1	3	15
Hofstra University	1	4	15
L.I.U. Post	2	2	9
Molloy College	1	1	15
New York University	2	2	14
Pace University	1	2	10
St. John's University	1	3	9
SUNY Albany	1	2	9
SUNY Binghamton	2	2	10
SUNY Farmingdale	1	1	8
SUNY Stony Brook	2	2	8

Add/Drop/Withdrawal Deadlines

Office of the Registrar

- In light of all this, we researched our regional peers and found their practices to be the following:
 - Add – seven of the eleven (64%) conclude their add period at the end of the first week
 - Drop – only Hofstra goes to the week four; eight (73%) conclude by week one or two; over half align the last day to drop with the last day to add
 - Withdraw – over half extend further than Adelphi; four (36%) extend to the end of the semester.

Last day to:	Add	Drop	Withdraw
Adelphi	2	4	9
CUNY	1	3	15
Hofstra University	1	4	15
L.I.U. Post	2	2	9
Molloy College	1	1	15
New York University	2	2	14
Pace University	1	2	10
St. John's University	1	3	9
SUNY Albany	1	2	9
SUNY Binghamton	2	2	10
SUNY Farmingdale	1	1	8
SUNY Stony Brook	2	2	8

Source: Office of the Registrar

Repeat Policies at Regional Peers

Office of the Registrar

- While all eleven regional peers permit students to repeat courses, seven (indicated with *) have a policy that allows the student to replace a poor grade by repeating the course.
- Six of those replace with most recent grade, one counts whichever grade is higher.
- At all of these institutions, the original (or lower) grade remains on the transcript, but is not included in the GPA calculations.

Regional Peer	What grades can be repeated	What counts in GPA
Adelphi	any grade	both grades
*CUNY	D and F grades	newer grade only
*Hofstra Univ	any grade, up to two courses only	newer grade only
*L.I.U. Post	any grade	second and any subsequent
*Molloy College	any unsatisfactory grade, up to four courses only	newer grade only
New York Univ	any grade, up to two courses only	both grades
*Pace Univ	any grade	newer grade only upon petition
*St. John's Univ	any grade	newer grade only
SUNY Albany	any grade	both grades
SUNY Binghamton	any grade	if orig F, both; if orig pass, first only
*SUNY Farmingdale	D and F grades	higher grade only
SUNY Stony Brook	any grade	both grades

Source: Office of the Registrar

Committee Recommendations

1. Do you have any recommendations or suggestions about existing academic hold policies?

There seem to be two issues in play with regards to academic hold policies: firstly, the issue of equity and financial holds, secondly, the issue of transparency in the process and with the policies of academic holds.

- Financial holds
- Academic holds

Committee Recommendations

I. Financial Holds

- Several faculty suggested more assistance for students with financial holds. An important consideration is that BIPOC (Black, Indigenous, People of Color) students are disproportionately at risk for degree disruption and/or failure due to high financial need. They may also be less likely to have family support, both financially and in terms of providing guidance on how to file for financial aid. We would like to point out the ethical concerns of accepting students who are likely to accrue debt and struggle to manage an academic schedule with a hold policy that does not take into account the student's individual circumstances.

Committee Recommendations

I. Financial Holds

- More funds are needed for students with financial need and episodic hardship.
- When students have large balances to pay down or manage in other ways, they end up having to register close to the beginning of the semester when there are few choices of classes. They may even get closed out of required courses, resulting in degree disruption and/or a delay in their graduation. It's an issue of equity.
- We recommend more clarity and support for students who are subject to academic holds.

Committee Recommendations

II. Academic Holds

- Faculty seem largely in the dark about criteria for academic hold. It seems as though some of those criteria exist at the department or School level, while others exist at the university level. Training for faculty about these (and other) policies would seem to be greatly needed given that faculty are in the role of academic advisors. We recommend a central database that will host policies for all undergraduate and graduate programs.
- For faculty and students, there is a great need for easy access (maybe through CLASS) to those policies that are deadline sensitive including hold, F grades, appeals, academic integrity. Who knows anyone at the faculty level who has gone to the so-called “policy library”?

Committee Recommendations

2. When students are dismissed, should they be able to appeal the College's decision?

Dismissed students should not be allowed to appeal again, assuming the existing appeals avenues have been exhausted.

a. College of Arts and Sciences, Robert B. Willumstad School of Business, Ruth S. Ammon College of Education and Health Sciences, College of Nursing and Public Health, College of Professional and Continuing Studies, Gordon F. Derner School of Psychology and School of Social Work have an Academic Standards Committee that consist of full and part-time faculty members. They also have comprehensive review standards.

Committee Recommendations

2. When students are dismissed, should they be able to appeal the College's decision?

b. Once students appeal, the College Academic Standard Committee and their Dean review the case and make a decision. Each College has well-determined standards and experienced faculty, and giving an additional appeal right will invalidate the College Academic Standard Committee and Dean's decision. There is no practical reason or scenario to dismiss a College Committee and Dean's decision.

Committee Recommendations

2. When students are dismissed, should they be able to appeal the College's decision?

c. Readmission of dismissed students will also harm students' financial status if they fail again. Readmitted students' failure rates are relatively high, and in most cases, determining a new career path might be the best strategy for students. Students will benefit more if they change their major.

d. If the Faculty Senate decides to give students a right to appeal College's decision, they need to determine strict and comprehensive justifications for different appeal scenarios.

Committee Recommendations

3. Do you think F's should remain on the student transcript? If so, should we consider changing this policy? How can/should this be changed? How many "Fs" can be expunged from a student's transcript? Under what circumstances. Does the Pass/Fail policy need to be revised?

- Faculty are split in their opinions about this, but a slight majority voiced support for erasing Fs when a student repeats a small number of courses. Otherwise, some students find themselves with no path for returning to good academic standing (i.e. even if they earn straight As for several semesters).

Committee Recommendations

- Removing F from the transcript is not a standard practice and could be against American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards. If the Faculty Senate decides to remove F from the transcript, Adelphi University should consult this issue with AACRAO and Middle States Commission on Higher Education (MSCHE) before making a change in the existing policy. Any policy change that does not meet AACRAO and MSCHE standards will likely have a negative impact on the renewal of MSCHE accreditation.

Committee Recommendations

- Our recommendation is that the F grades remain on the transcript but the institution should explore the ways in which retaking the class means that the F will not factor in as a part of the GPA.
- The F grade should remain on the transcript but should not be used in computing GPA if a passing grade is subsequently attained.

Committee Recommendations

- 4. Do you have any recommendations or suggestions about the withdrawal, add/drop dates? Can there be a different policy for withdrawals for students in crisis after the withdrawal date? Should the add/drop dates be the same? Should the add-drop date be pushed back?**
- CAS faculty consensus is that the add date should be brought closer to the beginning of the semester (reducing the number of classes students will miss if they add on the last possible add date). CAS faculty feel that the drop date could be after the midterm point to allow students to drop if their interest in the course has weakened but changing the drop date will have other ramifications. A more practical solution to not changing the drop date is to make the withdrawal date as late as possible into the semester (ending just before final examination period).

Committee Recommendations

- Most faculty feel that the withdrawal date should be extended as late as possible into the semester (last day of semester or one or two weeks before the end of the semester) in order to address students who encounter personal crises/emergencies (or other reasons for which medical diagnosis may not be available) after the current withdrawal date.
- Adelphi's drop date is already longer than most of our peers. Having a five-week drop period might be highly unusual. Additionally, because Adelphi releases student loan funds after the end of the drop period, extending the drop date will delay this period for loan disbursement.

Committee Recommendations

- The University currently only officially recognizes medical or psychiatric hardship as extenuating circumstances with regard to withdrawal and add/drop. However, the faculty are in agreement that allowances should be made for students who are suffering extreme hardship, in the absence of medical or psychiatric symptoms. For instance, allowing a student who has suffered extreme financial hardship, such as the loss of housing or food insecurity, to withdraw from courses without financial penalty would seem the only humane course of action, regardless of whether medical or psychiatric symptoms accompanied this hardship.