

IOWA STATE UNIVERSITY MINUTES

Meeting: Academic Standards and Admissions Committee	Key Roles
Date: Wednesday Feb. 17, 2021	Meeting Leader: Terri Boylston
Place: virtual	Support: Laura Bell
Start Time: 2:00 p.m.	End Time: 3:00 p.m.

TOPIC	LEADER
Approval of Minutes –February 3, 2021	
• OLD BUSINESS	
1A Winter Session – updates?	Shawn – updated that there will a winter term again. Details and calendar currently being discussed.
1B. Graduation with distinction – transfer students (https://catalog.iastate.edu/academics/#scholasticrecognitiontext) <ul style="list-style-type: none"> • Transfer students – feeling unfairly discriminated against by the 60-credit hour threshold requirement (50-credits graded) for graduation with distinction • Jonathan – data regarding transfer students and graduation with distinction • Propose – 50 credits graded or S-F courses 	<p>The data sent by Jonathan on 2/17/2021 has been rounded to increments of 10.</p> <ul style="list-style-type: none"> • Table: ISU Credits and Transfer Credits shows the relationship between ISU credits and transfer credits. There is not a clear, linear trend. • Table: ISU Credits and GPA Range, Jonthan took the gpa of transfer students who graduated in 2016-2020 and looked at what would have been their distinction had they started at Iowa State University. Terri added percentages to this information. This is the issue the policy is addressing. • The third table shows information by transfer credits and gpa ranges. • The new tables added today show, graded credits on the left and ISU credits across the top. Retakes may have been included in this data. <p>Based on the data, it appears the for the most part, there is not a big difference between graded credits and ISU credits. Jonthan took out PNP and test out credits. There are S grades that need to be removed from this data as well. F’s are factored into a student’s GPA.</p> <p>Dean list requirements are at least 12 credits, above a 3.5 and includes A, B, C, D and S/F courses. For graduation with distinction, it is 60 credits, at least 50 that are graded. Whether a course is S/F or graded is not up to the student. These are not like PNP courses. If it is an independent study, the student can make the choice to have an SF or grade for the course. This is negotiated with the faculty member.</p> <p>If you are at 40 credits or less, then your likelihood of graduating with distinction is lessened, as you are in your higher-level courses. If this is being interpreted as letter-grade graded, we may want to consider interpreting this in the same manner as the Dean’s List. This will create</p>

	<p>consistency and may address some of these issues being experienced by transfer students.</p> <p>It could be interesting to know the number of students who graduate with distinction overall as a comparison. We may want to update the catalog to clarify what is being done.</p> <ul style="list-style-type: none"> • 31% of students overall graduate with distinction (or the equivalent GPA) <ul style="list-style-type: none"> ○ 33% for direct from high school students ○ 26% of transfer students <p>S/F is not considered in the 50 graded credits but could be in the 10 credit gap to get to 60 credits of coursework. These 10 credits could be SF or PNP.</p> <p>If S/F counts for Dean's List they should count for distinction. 80% of their credits need to be graded or S/F. 50 credits out of 60 must be graded or S/F to be in line with the Dean's List.</p> <p>Currently, gpa at the time of graduation is what is defining who is graduating with distinction. If this were to be changed to a percentage of who is ranked in comparison with their class, it would be more difficult to manipulate. There are some majors that tend to have higher gpa's. Changing to a percentage could also create equity issues.</p> <p>This will be tabled for further discussion at the next meeting.</p>
<p>1C. Drop Limits</p> <ul style="list-style-type: none"> • Will be presented at Academic Affairs Council 2/24 	<p>This was not addressed, but is a topic of discussion for next week's AAC meeting.</p>
<p>1D. Repeat Credits</p> <ul style="list-style-type: none"> • Proposed Policy – Repeats <ul style="list-style-type: none"> • Increase from 15 to 18 credits for repeats <p>The data sent by Jonathan on 2/17/2021 has been rounded to increments of 10. The first table, ISU Credits and Transfer Credits shows the relationship between ISU credits and transfer credits. There is not a clear, linear trend. The second table, ISU Credits and GPA range, Jonthan took the GPA of transfer students who graduated in 2016-2020 and looked at what would have been their distinction had they started at Iowa State University. Terri added percentages to this information. This is where the policy is addressing the issue. The third table shows information by Transfer credits and GPA Ranges. The new tables added today show, Graded Credits on the left and ISU credits across the top. Retakes may have been included in this data.</p>	<p>If the course is taken for a grade it needs to be repeated for a grade. If the course was taken as pass not pass then it could be taken either way.</p> <p>What happens if a student fails a course, retakes it as PNP and never attends class, they could improve their GPA with little effort. Mason shared this idea with a group of advisors who work with exceptions. Giving the student the choice to retake a course graded or PNP makes sense to these advisors. If the student takes it PNP it would be counted as an elective anyway.</p> <p>The student retakes a course to improve their grade and attempt to fix their GPA. The time this will be an issue is if the student changes their major and are trying to fix their grade for a class that is no longer part of their major. For example, there are students who transfer into History from other majors and are working to retake classes that they did not pass when in their previous major. Students are using this to improve their gpa's.</p> <p>There is not a great deal of difference in gpa improvements when retaking courses as PNP. Also, students who do this are taking seats from students who may need this course as part of their program. There are students who retake courses for good</p>

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Dean list requirements are at least 12 credits, above a 3.5 and includes A, B, C, D and SF courses. For graduation with distinction, it is 60 credits, at least 50 that are graded. Whether a course is SF or graded is not up to the student. These are not like PNP courses. If it is an independent study, the student can make the choices to have an SF or grade for the course, this is negotiated with the faculty member.

If you are 40 credits or less, then your likelihood of graduating with distinction is lessened as you are your higher-level courses. If this is being interpreted as letter grade, graded, we may want to consider interpreting this in the same manner as the Dean's List. This will create consistency and may address some of these issues being experienced by transfer students.

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reasons as well. If you were retake the course, why would you not retake it for a grade.

If you have a student who is working to enroll in a rigorous program (i.e. med school), sometimes these micro gpa adjustments can make all the difference for a student. Sometimes there are students who are taking the course for the first time who are wasting resources as well. Students who are taking a course to improve the course to improve their gpa is not the issue. The issue is wanting students to retake the course for a grade, showing they put forth effort in the class.

Since we are increasing repeat credits, we are giving more opportunities for students to improve their grades.

Proposal by Selby: A course that was taken as a graded course must be repeated for a course. Seconded by Townsend.

IT may not have the resources to make these changes in the system. We cannot make a policy based on what the IT resources are for addressing the issue.

Increasing the number of designated repeats may allow a student the opportunity to make some significant micro adjustments. We have a more generous repeat policy now. This reflects on what we want the student to be doing with the repeat credits. We want the student to be working toward increasing their knowledge and therefore improving their grades.

The intent of retaking a class should be grade manipulation and increasing their knowledge. This will be a heavy lift. We also need to put some ownership on the students. If the student does not follow the rules, they think it will replace and it does not, it puts the ownership on the student. This is something that is already part of the advisors work with students. The student needs to know this policy too.

There is nothing in the system currently that will stop the student from repeating the course. It is this programming that will be a heavy lift. When a student chooses to repeat a course, the hope is they are looking at this policy and understand the implications of their choices.

What happens if a student takes a course for a grade, retakes the course as a PNP, and this is caught in the middle of the semester? Do we notify this student they will be graded for this course? If it is a required course, it cannot be taken as a PNP. Students can appeal if they have special circumstances.

Proposal: Increase repeat credits to 18. If the course was initially taken for a grade it must be repeated for a grade. If the course was initially taken as a PNP, it can be repeated as a graded course or PNP.

Vote: 5-1, this proposal passes.

<p>2A. Transfer Deficiencies https://catalog.iastate.edu/admissions/#transfercredittext</p>	<p>Jennifer Suchan</p>
<p>2B. Last 32 Credits https://catalog.iastate.edu/academics/#graduationtext</p>	<p>Terri Boylston</p>
<p>2C. Policy/Issue Prioritization</p> <ul style="list-style-type: none"> • From 100 Ideas in 100 Days discussion <ul style="list-style-type: none"> • Review the policy that allows Academic Standards Committee in each college to set higher GPA and other requirements for re-admitting students (following dismissal) – consistency across colleges • Review and revise the Progress/Probation/Warning Policy – differences for students with > 75 credits – The entire policy needs reviewing • Maximum credit limit per term (18 cr – undergrad) – while exceptions are allowed, this could be an obstacle for some high-achieving students and may impact time to degree – also should there be different limits for students on probation/warning or reinstated? (https://catalog.iastate.edu/registration/#limitsholdtext) • Review policy for transfer deficiencies • 32 credit rule. If 12 credits are required for full-time status, and an average credit load is 15 credits, then perhaps we could consider bringing this down to the final 30 credits, In now 24 credits completed at ISU. Otherwise, students are required to take two-16 credit semesters. Also, as it is noted in the catalog, we are allowed to waive 6 credits with permission. Since the catalog automatically makes an allowance for 6 credits to be waived, It would make sense to drop this down. • Other Policies <ul style="list-style-type: none"> • Academic Integrity – online courses/exams • Academic Renewal <ul style="list-style-type: none"> • To be eligible ‘Students must not have graduated from Iowa State University’ • Question – are students eligible in they transferred to another university, earned a degree and want to return to ISU? https://catalog.iastate.edu/registration/#reinstatementrenewaltext 	<p>Terri Boylston Jennifer Suchan</p>

- Posthumous degree
- Academic misconduct – sanction for students dropping courses who have been accused of academic misconduct (https://catalog.iastate.edu/academic_conduct/#academicdishonestytext)

FUTURE MEETINGS

Meetings on Wednesdays at 2:00-3:00 PM

March 3

March 17

March 31

April 14

April 28