



**Steering Committee for the Oversight of
HLC and Legislative Academic Compliance**

Minutes

March 28, 2019 | 10:30 a.m.-12:00 p.m. | Campus Commons 2105

Members Present: Ann Bentz, Kim Black, Linda Black, Charlie Couch, Anne Toewe, Marty Somero, Rachel Walton, Olga Baron (via phone), Lisa Grimes

Members Absent: Larry Loften, Gardiner Tucker, Sean Broghammer

Also Present: Jane Borisova (Interim Director Intensive English Program), Dallas Everhart (Interim Director of Extended Campus)

Approval of Minutes from February 28, 2019 - approved

Chair's Report (GTP challenge exam update)

- Introduce Dallas Everhart, Interim Director of Extended Campus
 - o Dallas will be on the committee going forward
- Policies for challenge exams
 - o The table is out, Theo said to put the corresponding policies out along with notice that they can be reviewed by APC if there are concerns
 - o Policies must be revised due to closure of the testing center
- Ann's last meeting
 - o The committee thanks Ann for her years of hard work, dedicated service, and steady guidance. She will be missed.
 - o Committee members support continuation of the committee
 - o Ann will meet with Mark Anderson (incoming Provost) to discuss who will take over as chair
 - Charlie and Marty will serve as interim Co-Chairs

English Language Proficiency Policy – Jane Borisova (for Olga)

- Jane Borisova, Interim Director of Intensive English Program
- Significant concerns about university policies and practices regarding English language proficiency
 - o Conducted very targeted research analysis regarding English proficiency requirements
 - o A lot of discrepancy regarding how we evaluate proficiency, what areas we require proficiency in, and how we apply existing rules
 - o Concerns about how this connects to university-wide strategic enrollment initiative
 - Remove/reduce barriers
 - Improve international enrollment, retention, and student success
- Current admissions requirements for language proficiency
 - o Accept 3 different test scores (TOEFL, IELTS, PTE)

- Not all test are of equivalent difficulty, scores do not necessarily align well
 - Current scores are below academic proficiency expectations and below requirements for most schools in Colorado and UNC peer institutions
 - Current scores lead to problems for students and faculty
 - Students are not prepared for the classroom in terms of language proficiency
 - Departments allowed to have additional (higher) requirements
 - Problem with transparency – students don't know about additional departmental requirements upfront
- Proposal to modify English language proficiency testing requirements
 - Presented draft proposal addressing 3 elements of international admissions policy
 - Seeking feedback regarding concerns/objections from the committee
 - Update minimum English proficiency scores
 - Raise undergraduate scores and some graduate sub-scores
 - Proposed increases represent significant increase in language proficiency (bump from “independent user” to “proficient user” – B2 to C1 on [CEFR Global Proficiency Scale](#))
 - Test scores serve as best indicator of student success
 - Ensure greater retention and student success, maintain higher GPA, improves probability of student success (related to Huron strategic enrollment initiative)
 - Intensive English Program for students who don't meet score requirements
 - Allowed to access some academic courses while they master language
 - Undergraduates must attain level 6, equivalent to TOEFL 72; Graduate students must attain level 7, equivalent to TOEFL 95
 - Current requirements do not promote student success
 - Olga/Jane to contact IRAS to gather data that tracks retention rates based on entering test scores
 - Internal IEP data – retention is 93%
 - Demonstrate that implication goes beyond faculty not being happy with student abilities, impacts student outcomes
 - If we have data demonstrating retention problems, do we continue to admit students who are less academically prepared and if so, what support systems do we put in place?
 - Concerns about athletic competitiveness and recruitment
 - If peer institutions have lower score requirements it makes it harder to get athletes to come here
 - Expand the list of English speaking countries for exemption waiver
 - Proposal seeks to greatly expand the list of countries from which students do not have to submit English proficiency scores
 - The proposed countries have English as the official language or one of the official languages
 - Current list limits enrollments, serves as another barrier for students

- Don't have actual numbers on students who don't come based on scores/waiver
 - What about students from one of these countries that aren't proficient?
 - Possibilities – disclaimer (maybe still subject to assessment), assessment as part of recruitment, interview after admission
 - Concern about telling students they are admitted, but not really
 - Concerns about consistency
 - Need for another level of verification to demonstrate proficiency
 - Perhaps additional documentation (certificate, completion of program, etc.)
 - Who has the authority to decide/enforce?
 - CIE doesn't have teeth to make students come to IEP once they are fully admitted
 - Not faculty's responsibility
 - Not a blanket waiver
 - Need to tell students what the stipulations are upfront
 - Ease the official transcript policy for international applicants
 - Proposal seeks to allow international students to submit unofficial transcripts at time of admission with official transcript requirement enforced upon arrival on campus
 - Particularly with partner institutions
 - Over half of peer institutions utilize this type of policy
 - Purpose is to minimize barriers and boost international enrollment
 - Risk tolerance in admissions process
 - Transcript purpose – admissions component and credit evaluation component
 - Need for consistency
 - Concerns about duplication of work
 - Initial screen on unofficial transcript, another screen on official transcript
 - If international students can't get the transcript while they are in country, how are they going to get it when they're here?
 - What other countries consider an "official" transcript
 - Coordination in advance (before admission)
 - Better job with MOU's
- Need more conversation
- Committee to send comments/concerns to Olga/Jane
- Olga/Jane can bring it back to this committee – will need to carry over to other groups on campus

SARA Update – Lisa

- SGACCOOP as a way to track learning placements in a central location

- Lisa met with Charlie and Ken Clavir to work through process
 - o It appears process will work, need to confirm this won't impact other areas of Banner
 - Plan to test in summer, implement in fall
- Lisa working on a procedure document to present to Deans
- Need to identify who does placements - each unit must designate somebody
- Reporting benefits
 - o Ease of NC-SARA Reporting
 - o Ease of reporting to specialized accrediting bodies
- Placement tracking and accurate reporting is critically important

 **Student Consumer Information – Lisa**

<https://ifap.ed.gov/fsahandbook/attachments/1718FSAHbkVol2Ch6.pdf>


- Areas to improve
 - o A description of written agreements UNC has entered into (MOU's), accreditor contact information/complaint information, copyright, student body diversity data
- Discussed athletics data – reports on website are current

 **Website Audit – Lisa**

- Fundamental duty to provide accurate information to students
- Have found several inaccuracies on website
- Suggest exploring a comprehensive website audit to clean up inaccuracies

 **Student Complaints – Tuck**

- Not addressed

 **Next Meeting: April 25, 2019 (10:30 a.m.-12:00 p.m.) Campus Commons 2105.**