

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Scholastic Committee

Campus Governance

Fall 9-26-2012

Scholastic minutes 09/26/2012

Scholastic Committee

Follow this and additional works at: https://digitalcommons.morris.umn.edu/schol_com

Recommended Citation

Scholastic Committee, "Scholastic minutes 09/26/2012" (2012). *Scholastic Committee*. 24.
https://digitalcommons.morris.umn.edu/schol_com/24

This Minutes is brought to you for free and open access by the Campus Governance at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Scholastic Committee by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.

**Scholastic Committee
2012-13 Academic Year
September 26, 2012
Meeting Four Minutes Approved**

In attendance: Jennifer Goodnough (chair), Steve Gross, Pete Wyckoff, Nic McPhee, Hilda Ladner, Judy Korn, Clare Dingley, Brenda Boever, Jess Larson, Ellery Wealot

Not in attendance: Zac Kroells, Jen Zych Herrmann (on leave), Chad Braegelmann, Luciana Ranelli, Kent Blansett, Melissa Hernandez

1. September 18, 2012 minutes approved as submitted.

2. Chair's Report

Ellery Wealot, first-year student, and Melissa Hernandez have been appointed to the SC by the Membership Committee.

Because all SC members will now be able to attend meetings on Tuesday mornings at 8 a.m., the committee will not be alternating Tuesday at 8 a.m. and Wednesdays at 3:30 p.m. All fall semester meetings will be held on Tuesdays at 8 a.m.

In the near future, Bryan Herrmann, director of admissions, will be providing the SC a presentation based on Noel Levitz research.

Barry McQuarrie, associate professor of math, will be serving on the Academic Alert Committee. SC may see and hear from him on this topic as well as the retention coordinator. Having served as a chair/co-chair before, McQuarrie is familiar with the Alert process.

Goodnough will provide a Campus Assembly report that will include agenda items, a review of suspension and probation graphs, and SC's decision about lifetime fitness skills.

3. SCEP Report

No report from Nic McPhee, SCEP representative, but the policy on repeated courses was briefly discussed in relationship to SCEP and SC.

4. Suspension/Probation graphs review. See Addendum one for summary. Graphs included as separate documents.

Suspension Graphs comments and questions

Admit term information (New High School Standing or Advanced Standing) could provide improved accuracy for first-year student information versus the current freshmen < 30 credits approach.

Have we investigated transfer students' probation/suspension information? Nancy Helsper, Institutional Research, may have completed a study a number of years ago.

ACT scores were investigated a few years ago (2007).

As a growing population, international students were reported as a separated student group beginning with the 2011-12 academic year.

Students with ACT's > 29 are a small number on the graphs, but this group is significant due to the small population.

Many high schools are no longer using high school rank...usually a good predictor of academic success. No students were suspended in the high rank population.

Have we tried to collect information about involvement? Last year, Morris studied study abroad and undergraduate research participation and found a high correlation between these two activities and graduating in four years.

Probation graphs fall and spring comments and questions

We are not seeing any trends up or down for probation. Freshmen probation spiked slightly in 2007, but no continuing trends up or down.

Academic suspension after both semesters started in 2006. Academic Alert was introduced the same time that the criteria changed. Averages are shown for the time frame of the current criteria.

Nationwide, more men students are placed on probation than women, but Morris shows a significant difference between men and women. A 60/40 women to men ratio is pretty common. Crookston and Duluth have more men than women. At the TC, the count for women is just a bit higher than men.

Do we have any information about the probation students? Activities? Financial aid correlated with academic probation and suspension?

Do we know the ACT of the men versus the women? This could be useful information.

Do we know the academic divisions of the suspended and probation students?

Could we force students who end up on probation to review the courses in which they struggled as a means to evaluate major choice? Do we have course data?

Goodnough will review the previous report to determine if data has been collected to answer the above questions or will initiate data requests.

How does our pattern look in comparison to national numbers? Are we subconsciously trying to balance our men to women ratio? National numbers are difficult to determine since schools aren't widely distributing their suspension rates.

Men students respond differently to being put on probation than women students per a recent study. Men students on probation tend to leave on their own, and they are more likely to be placed on suspension. Probation is meant to be a warning....not a leave-now message. Maybe we need to dig into the data to justify a different approach. Perhaps men students on probation should receive action items.

Goodnough will ask Doug Williams to pull GPA by gender by admit year. Maybe there is something we can do to serve our men students better. Admit term rather than by < 30 credits.

Suspension-total for academic year

The committee reviewed 2007 as the suspension outlier outside of the standard deviation.

Protocol for suspension...do we collect data regarding the reasons student become academically stressed? The summer appeals process often reveals reasons for academic struggles. Kerri Barnstuble, academic assistance coordinator, and Jennifer Zych Herrmann, retention coordinator, are often aware of reasons for students losing good academic standing status.

Students on probation are asked to reduce semester credits to 16 and consult their advisers. We don't have a way to identify students who are already registered for sequence courses for which they did poorly during the first course.

Morris is a small campus that doesn't offer courses every semester and/or even every year. Students who have trouble in school often have trouble managing their lives, register late, and take courses "that are left" and that may not be good academic choices.

5. Good academic standing for nondegree seeking students discrepancy

A discrepancy was identified between SC minutes and the SC annual report regarding which nondegree students are subject to the 2.5 GPA requirement.

From the SC minutes—March 28, 2012:

Dismissal

Nondegree seeking students, including Post-Secondary Enrollment Option (PSEO) and College in the Schools (CIS) students, are required to maintain a 2.50 cumulative and term grade point average in their University of Minnesota, Morris (UMM)

courses. Students who fall below this criterion will be prohibited from taking UMM courses (dismissed) for one semester.

From the 2011-12 SC Annual Report:

Dismissal

Post-Secondary Enrollment Option (PSEO) and College in the Schools (CIS) students are required to maintain a 2.50 cumulative and term grade point average in their University of Minnesota, Morris (UMM) courses. Students who fall below this criterion will be prohibited from taking UMM courses (dismissed) for one semester.

Michelle Page, 2011-12 SC chair, shared this information with the 2012-13 SC committee via email:

“The original concern and question arose related specifically to CIS and PSEO, and to address Bryan’s [director of admissions] concerns about nondegree seeking student scenarios, we modified the language to reflect that. (The original model policy that addresses nondegree seeking students was from the Twin Cities somewhere and then we modified it to say nondegree students, including CIS and PSEO, and then people were talking about how unlike the Twin Cities we have relatively few nondegree seeking students and this isn’t relevant as a huge blanket policy so finally we ended up with what is in the annual report).”

Wyckoff, who also served on SC during the 2011-12 academic year, confirmed Page’s comments.

Motion:

Based on the previous chair notes, to resolve the discrepancy, the annual report version will be considered correct. As a further clarification, to be consistent with other academic standing dismissals/suspension situations, “one semester” refers to an academic year semester (i.e. fall or spring). Motion seconded. Unanimously approved.

The SC committee also addressed the policy’s empowerment of designated individuals:

“The Scholastic Committee empowers the coordinator of online learning, the coordinator of advising, and the director of admissions to advise and otherwise assist individual students regarding their status and progress and may be empowered to hear appeals. These designees will report to the Scholastic Committee on a yearly basis, summarizing decisions where an exception to the above policy has been granted. Each academic year, the Scholastic Committee will appoint or reappoint designated individuals or offices related to this policy.”

Motion:

Scholastic Committee reauthorizes the Coordinator of Online Learning, the Coordinator of Advising, and the Director of Admissions to advise and otherwise assist individual students regarding their status and progress. They are also empowered to hear appeals. Any dismissals or appeals should be reported to the Scholastic Committee. An executively denied appeal may be appealed to the full committee. Motion seconded. Unanimously approved.

Respectfully submitted,

Judy R. Korn
Scholastic Committee Executive Staff

Addendum One

Percentage is of the cohort (eg, 9% of all students were on PB in Fall 2011)

Probation	Fall 2011	Spring 2012
Total	172 (9%)	161 (9%)
minority	51 (13%)	52 (15%)
INTL	15 (9%)	19 (12%)
Freshmen (<30 credits)	84 (14%)	57 (14%)
ACT <20	17 (15%)	20 (18%)
ACT >29	12 (5%)	19 (8%)
Male	100 (12%)	102 (13%)
Female	71 (7%)	59 (6%)
HSR 90-99%	5 (1%)	9 (2%)
HSR <50%	22 (16%)	22 (17%)

Suspension	Fall 2011	Spring 2012
Total	20 (1%)	33 (2%)
minority	9 (13%)	13 (4%)
INTL	2 (1%)	0
Freshmen (<30 credits)	9 (1%)	24 (6%)
ACT <20	3 (3%)	4 (3.6%)
ACT >29	0	5 (2.2%)
Male	12 (1.4%)	21 (2.6%)
Female	8 (0.8%)	12 (1.2%)
HSR 90-99%	0	0
HSR <50%	4 (3%)	9 (7%)