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Scholastic minutes 09/12/2017

Scholastic Committee

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Scholastic Committee
2017-18 Academic Year
September 12, 2017
Meeting Two Approved Minutes

Present: Roland Guyotte (Chair), Judy Korn, Leslie Meek, Merc Chasman, Elsie Wilson, Parker Smith, Jennifer Goodnough, Brenda Boever, Ray Schultz, Emma Kloos, Dan Magner, Alyssa Pirinelli

Absent: Michelle Schamp, Jessica Gardner, Rachel Evangelisto

1. Approve minutes of September 5, 2017, meeting

Elsie Wilson and Parker Smith volunteered to serve as the student representative on the academic integrity subcommittee.

Minutes approved.

2. Chair's Report

Committee members were asked to share questions with Angie Senger via email in preparation for the committee's discussion with the Office of Admissions.

3. SCEP Report

SCEP will meet on Wednesday, September 13. The agenda includes discussion about adding a statement regarding preferred name to the course syllabus. The Morris campus has already taken a number of steps in regards to informing students about preferred name. The Morris campus Queer Issues Committee proposed an amendment to the syllabus policy regarding the inclusion of preferred name. The Morris policies website includes a statement regarding the use of preferred name.

SCEP will also be discussing undergraduate Latin honors which don't apply to Morris.

4. Petition # 1260

Petition #1260 approved.

Korn will draft a letter to the Office of Admissions in reference to the petition and explaining the transfer of associate of art degrees and the Minnesota Transfer Curriculum.

5. Spring 2017 suspension and probation report

Korn reviewed the spring 2017 probation report (Addendum One) and noted that the number of students placed on probation after spring semester was in line with previous years. Korn also noted the new data on transfer students place on probation.

It is unknown why the spring 2013 probation numbers are lower than any following year.

It was noted that a lot has been done to improve student success such as the addition of success coaches through various grants and the introduction of new academic alert tools, but according to the data none of those efforts appear to be having an impact on the number of students placed on

probation. It could be possible that more time is needed for the initiatives to have a measurable impact.

Boever mentioned a discussion regarding students who were in the success programs during the last academic year and noted that some students had special circumstances that could not be impacted or improved by success coaching. Students leave for a number of reasons, not all of which are academic.

A student representative noted that the probation report shows little correlation between academic success and ethnic qualities, and suggested data be gathered about students who utilize success coaching and other support initiatives to determine their impact on student success.

It was stated that there is a strong correlation between living on-campus and higher academic success. The correlation could be due to easier access to support. Students then questioned why there aren't more support efforts for students who live off-campus.

Psychological research shows that students living off-campus experience more stress due to having more day-to-day responsibilities. Research also shows that students living off-campus have less life quality satisfaction.

Even with all the data showing that students are more likely to succeed if they live on-campus, many choose to live off-campus because it is the less expensive option.

Another possible reason the data shows no improvement in the number of students placed on probation despite the increase in student support services could be because it's hard for students to find information about services and resources available. In other cases, students don't understand the functions and differences of the various support programs. Students question the roles of success coaches, academic advisers and One Stop counselors. Students are confused about where to go for help. Much of that information is covered during summer registration and again during orientation, but both events provide an overwhelming amount of information. Some new students pay no attention to the information being provided because they feel they won't need the services and others find it difficult to recall the information during stressful times.

A student representative notes that students go to their community advisers for advice on who to go to for help. It was also reported that some students don't know the University offers free psychological counseling.

The Retention Working Group has discussed the idea of extending orientation events or having information sessions later in the semester to help not only new students, but also returning students and transfer students.

There was a suggestion to add a segment about student services during an Intellectual Community (IC) course, but it was noted that that would not be well received by the faculty. Some faculty would feel as if they were losing time for their curriculum. It was also noted that not all faculty are familiar with all the services and resources available. It was then suggested that a discussion be added independent of the IC course for representatives from different student services areas to provide a presentation about services offered.

Another suggestion was to create an easily accessible list of resources available similar to the list that existed on the old One Stop website.

6. Summer appeals report - tabled

7. Summer 2017 suspension and probation report - tabled

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: [Spring 2017 Probation Report](#)

Probation Overview	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Class										
Total number of students probated	169	76	213	166	190	149	203	136	176	134
Total Enrollment	1893	1782	1940	1784	1900	1713	1854	1692	1768	1595
Percentage of total enrollment	8.93%	4.26%	10.98%	9.3%	10%	8.70%	10.95%	8.04%	9.95%	8.40%
Number of freshmen probated	59	15	84	56	70	36	69	39	67	33
Percentage of total probated	34.91%	19.74%	39.44%	33.73%	36.84%	24.16%	33.99%	28.68%	38.07%	24.63%
Percentage of total freshmen	11.39%	4.53%	15.3%	17.67%	14.26%	11.61%	14.11%	12.91%	14.47%	12.99%
Number of sophomores probated	49	19	70	36	42	39	45	20	43	32
Percentage of total probated	28.99%	25%	32.86%	21.69%	22.11%	26.17%	22.17%	14.71%	24.43%	23.88%
Percentage of total sophomores	10.36%	4.43%	14.83%	7.98%	9.77%	10.71%	11.14%	5.43%	11.35%	8.82%
Number of juniors probated	28	18	29	42	45	40	41	30	37	32
Percentage of total probated	16.57%	23.68%	13.62%	25.3%	23.68%	26.85%	20.20%	22.06%	21.02%	23.88%
Percentage of total juniors	7.57%	4.58%	7.27%	10.45%	10.14%	9.52%	10.68%	7.73%	9.59%	8.47%
Number of seniors probated	29	24	27	32	29	30	44	45	29	35
Percentage of total probated	17.16%	31.58%	12.68%	19.28%	15.26%	20.13%	21.67%	33.09%	16.48%	26.12%
Percentage of total seniors	6.03%	4%	5.68%	5.35%	6.04%	5.01%	8.56%	7.59%	5.92%	6.01%
Class not reported	4	0	3	0	4	4	4	2	0	2
Transfer(NAS/IUT) students probated										33
Percentage of total probated										24.63%
Percentage of total transfer students										10.71%
Residency	<i>Fall 2012</i>	<i>Spring 2013</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
Domestic students probated	138	61	186	148	160	125	160	117	152	112
Total enrollment of domestic students	1678	1584	1733	1604	1688	1537	1626	1510	1536	1409
Percentage of total domestic enrollment	8.22%	3.85%	10.73%	9.23%	9.48%	8.13%	9.84%	7.75%	9.90%	7.95%
International students probated	30	15	26	18	28	23	43	19	24	21
Total enrollment of international students	185	186	178	176	176	167	193	164	203	177
Percentage of total international enrollment	16.22%	8.06%	14.61%	10.23%	15.91%	13.77%	22.28%	11.59%	11.82%	11.86%
Residency not reported	1	0	1	0	2	1	0	0	0	1
Race/ethnicity all students	<i>Fall 2012</i>	<i>Spring 2013</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
Total white students probated	94	43	113	87	92	81	88	72	80	64
Total enrollment of white students	1270	1184	1298	1190	1233	1095	1174	1068	1076	966
Percentage of total enrollment of white students	7.4%	3.63%	8.71%	7.31%	7.46%	7.40%	7.50%	6.74%	7.43%	6.63%
Total students of color probated	71	32	98	79	96	67	115	63	93	70
Total enrollment of students of color	593	577	630	582	651	604	661	601	668	610
Percentage of total enrollment of students of color	11.97%	5.55%	15.56%	13.57%	14.75%	11.09%	17.40%	10.48%	13.92%	11.48%
American Indian or Alaska Native students probated	29	13	53	43	47	31	51	30	50	33
American Indian or Alaska Native total enrollment	282	274	302	275	327	299	317	300	314	292
Asian students probated	34	18	31	21	36	27	46	25	30	24
Asian total enrollment	232	227	225	218	232	216	242	204	249	219
Black or African American students probated	4	1	7	9	6	5	7	4	6	6
Black or African American total enrollment	44	41	55	48	41	41	45	47	49	44
Native Hawaiian or other Pacific Islander students probated	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Pacific Islander total enrollment	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino students probated	4	0	7	6	7	4	11	4	7	7
Hispanic or Latino total enrollment	35	35	48	41	51	48	57	50	56	55
Race/ethnicity not reported	4	1	2	0	2	1	0	1	3	0
Race/ethnicity domestic students	<i>Fall 2012</i>	<i>Spring 2013</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
Total domestic white students probated						81	88	72	79	64
Total enrollment of domestic white students						1095	1174	1068	1076	966
Percentage of total enrollment of domestic white students						7.40%	7.50%	6.74%	7.34%	6.63%
Total domestic students of color probated						43	72	44	71	48
Total enrollment of domestic students of color						604	661	601	668	610
Percentage of total enrollment of domestic students of color						7.12%	10.89%	7.32%	10.63%	7.87%
Domestic American Indian or Alaska Native students probated						30	51	30	50	32
Domestic American Indian or Alaska Native total enrollment						298	316	298	314	291
Domestic Asian students probated						4	5	7	9	4
Domestic Asian total enrollment						59	64	60	66	58
Domestic Black or African American students probated						5	5	3	5	6
Domestic Black or African American total enrollment						37	41	41	43	37
Domestic Native Hawaiian or other Pacific Islander students probated						0	0	0	0	0
Domestic Native Hawaiian or Pacific Islander total enrollment						0	0	0	0	0
Domestic Hispanic or Latino students probated						4	11	4	7	6
Domestic Hispanic or Latino total enrollment						45	56	48	52	51
Domestic students race/ethnicity not reported						1	0	1	2	0
ACT Compiled Score	<i>Fall 2012</i>	<i>Spring 2013</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
>30 ACT number of probated students	12	4	15	12	16	13	14	11	10	6
>30 ACT total enrollment	236	217	224	212	220	199	204	195	206	193

25-29 ACT number of probated students	43	20	51	43	38	42	50	36	48	32
25-29 ACT total enrollment	638	611	687	647	675	632	661	627	607	568
23-24 ACT number of probated students	26	14	35	17	33	17	28	20	23	16
23-24 ACT total enrollment	286	276	298	270	286	250	256	237	249	234
20-22 ACT number of probated students	29	11	44	41	37	22	30	25	37	24
20-22 ACT total enrollment	282	263	285	258	276	244	257	235	237	206
<20 ACT number of probated students	10	6	22	13	15	12	20	17	20	18
<20 ACT total enrollment	100	94	98	89	109	100	123	107	128	113
ACT not reported	49	21	46	40	51	43	61	27	38	38
Gender	<i>Fall 2012</i>	<i>Spring 2013</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
Women probated	62	27	80	65	74	58	85	69	74	67
Total enrollment of women students	1030	980	1067	982	1021	927	1009	920	989	895
Men probated	107	49	133	101	116	90	118	67	102	66
Total enrollment of men students	863	801	872	802	874	785	844	772	775	695
Gender not reported	0	0	0	0	0	1	0	0	0	1
Race/ethnicity definitions										
American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.										
Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.										
Black or African American: A person having origins in any of the Black racial groups of Africa.										
Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.										
White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.										
Hispanic or Latino: a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.										