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Scholastic Committee

Campus Governance

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Scholastic minutes 09/12/2017

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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 placed 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 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 |
| 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 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 |
| 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 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 |
| 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 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 |
| >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. | | | | | | | | | | |