

11-27-2018

Scholastic minutes 11/27/2018

Scholastic Committee

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Scholastic Committee
2018-19 Academic Year
November 27, 2018
Meeting Six Approved Minutes

Present: Roland Guyotte (chair), Leslie Meek, Chris Atkinson, Brenda Boever, Mitchell Scanlan, Heather Pennie, Nancy Pederson, Bryan Nell, Emma Kloos, Michelle Schamp, Parker Smith, Judy Korn

Absent: Angie Senger, Jennifer Goodnough, Elizabeth Ablor

Guests: Jessica Porwoll, Office of Academic Success, Lead Success Coordinator

1. **Approve minutes of November 13, 2018, meeting** Minutes approved.
2. **Chair's Report** No report.
3. **SCEP Report** No report.
4. **Office of Academic Success presentation (addendum one):**
Jessica Porwoll, Lead Success Coordinator and APLUS Coordinator, and Brenda Boever, director

Brief history of Office of Academic Success (OAS). Began in July 2014. Moved to library in August 2015. Also in August 2015, coordinator of retention accepted another position and the position was not filled.

July 2014

- Academic Advising, Disability Services, Academic Assistance, & Retention merged and co-located in Briggs Library

August 2015

- Relocated to renovated space on main level, Briggs Library
- Disability Services renamed Disability Resource Center
- Coordinator of Retention moves to Director of Trio Support Services; position not filled

Spring-Summer 2016

- Search for Director of OAS completed
- Lead Success Coordinator position filled
- College Success Coach program developed
- Coordinator of DRC position becomes 12 month
- Coordinator of Academic Assistance position becomes 10 month

2016-2017

- Academic Assistance Coordinator position vacant
- 10-month position search failed
- Success Coach **Brian Nyakundi** resigned (May)
- **Kathleen Kittridge** hired in August 2018
- 10-month position

2017-2018

- Success Coach resigned in January 18 - position vacant
- coaching load absorbed by other staff in OAS for Spring semester
- Successful hire **Emily Johnson** in June 2018
- Academic Assistance Coordinator position vacant (failed search)
- Reconfigured to a 12 month position; 25% Summit Scholars/75%OAS
- Successful hire **Keni Zenner** in May 2018
- Principle Office & Administrative Assistant resigned
- temporary position ended in Nov. 2018 - now vacant

Current Staffing:

- **Director:** Brenda Boever
 - **Coordinator of Academic Advising**
- **Associate Director:** Matthew Hoekstra
 - **Coordinator of Disability Resource Center**
- **Coordinator of Academic Assistance:** Keni Zenner
- **Lead Success Coordinator:** Jessica Porwoll
- **Success Coach:** Emily Johnson
- **Administrative Assistant, Advising:** Lacey Harstad
- **Administrative Assistant, DRC & AAC:** vacant as of November 1, 2018

Mission Statement

The Office of Academic Success uses a student-centered focus to advocate for students and support them as diverse and active learners who realize their full potential as scholars and citizens. Dynamic services in academic advising, disability resources, academic assistance, tutoring and peer assisted learning, and success coaching assist students to achieve their goals.

Mission statement as it relates to the Morris learning outcomes:

1. Assist students in understanding the scope of their liberal arts education and reach the curricular goals of their academic programs
2. Empower students to make well-intentioned and strategic decisions about their education
3. Recognize and appreciate the individual differences and needs of students while understanding the impact they have on others
4. Promote skills for personal development and sustained learning

Functions of the Academic Advising program

- individual meetings with students to empower them to make well-intentioned and strategic decisions about their education
- outreach and drop-in assistance for students; clarification on advising issues, major exploration, areas of concentration
- management and assigning of faculty advisers to all degree-seeking students
- manage the Master Adviser program. Professor Leslie Meek noted as central to the creation of the Master Adviser Program
- education of faculty advisers regarding advising skills, technology, and information
- management of various aspects of new student registration (before, during, and after)
- assessment of advising: first-year and graduating seniors
- assist students writing petitions for exception to academic policy (Scholastic Committee)

Lacey Harstad, Office of Academic Success, is instrumental to the success of program.

Academic Advising works with OTR on transcript issues, duplicate credits, etc.

Boever does Scholastic Committee petitions with students.

See PowerPoint for tracking of major and adviser changes.

International students included in first-year student numbers regarding adviser and major changes.

A lot of domestic students change advisers in the first year, while international students stay with international advisers for a bit longer.

New initiatives in Advising

Mastering Math - Structured Math review: Basic Algebra

- started in Summer 2017; online, free of charge, earns no credit
- builds Math skills necessary to enroll in PreCalculus I and Chemistry
- reduces barrier in progress toward graduation
- OAS recruits eligible students; assists with schedule changes upon program completion

Program structure

- five-week online program begins in July
- covers the material in Math 901
- Online homework and timed exams (WebWorks)
- Students who complete at 75% or higher are eligible to enroll in PreCalculus I
- UMM faculty available for consultation

Mastering Math Results:

Summer 2018

Online participants: 14 of 18 successfully completed

Gateway students: 8 of 10 successfully complete (1 cancelled enrollment)

Summer 2017

Online participants: 20 of 26 successfully completed

(5 dropped before beginning)

Successful outcomes in PreCalculus I :

- Students who tested into Math 1012: 80% earned C grade or higher
- Students who tested into Math 901 and completed Mastering Math:

85.7% earned C grade or higher

Structured math review for new students has been supported by Dean's Office and was created by Professor Barry McQuarrie. The online program is free of charge for students who wish to take this class during the summer to build skills needed to take precalc during fall semester.

Based on their placement exam scores, students are notified of the program after new student registration. OAS helps them change classes/schedule.

The question was asked if the program should it be in the class schedule. The program is free, and it is not in the regular schedule. It is self-paced and not graded. McQuarrie is in contact with the students. Students must commit to a particular pace before beginning, and students are following through. It has worked well with good positive feedback from students.

Last year, 14 of 18 online participants completed; 8 of 10 Gateway students completed the program.

Successful outcomes in precalc for students who complete the Mastering Math online program.

The OAS is thankful for McQuarrie's work and the Dean's Office support.

Advising initiatives.

Coffee Connections

- Advisers meet first year students over coffee (October of each year)

Advising Holds

- Continued discussions on best practice for placing holds for new and continuing students

Adviser Assignments

- Continued discussion and refinement of adviser assignments for first year students

Adviser assessment

- Discussion beginning with VCAA and Division Chairs for creating consistent use of advising in Promotion and Tenure process

Success Coaching

- **Coaching is provided through three areas, utilizing a similar model (initially developed through Great Lakes grant programs)**

- Native American Student Success
 - o Native American students
- Summit Scholars, TRIO Student Support Services (*application required*)
 - o First generation students
 - o Low income students
 - o Students registered with the Disability Resource Center
- Office of Academic Success & Campus Partners
 - o International students - Ray Lagasse, Leslie Lindberg, Nancy Pederson
 - o Gateway students - Clement Loo
 - o Student athletes - Emily Johnson
 - o General student population - Jessica Porwoll, Brenda Boever, Keni Zenner

Functions of the Success Coach program

- Provide support for incoming new high school students and international students
 - o Introduce students to the University
 - o Provide assistance with transition and connection to resources
 - o Help students identify strengths & areas for development
 - o Assist in relationship development
 - o Create plans for success
 - o Provide academic support
 - o Assist students in resolving alerts, if needed
- Frequency of coaching meetings varies by program. Students in OAS have the opportunity to interact with their coach at three key times in the first semester
 - o First weeks of semester
 - o Before midterms & registration
 - o Before finals

Gateway students see Clement Loo three times per semester.

Year 1 (2016-17): Students were coached by staff in NASS, Summit Scholars, Office of Academic Success, International Student Program, Multi-Ethnic Student Program, Community Engagement, & Athletics

Year 2 (2017-18): Athletic coaches no longer provide formal success coaching, OAS coaching loads increase, alert functionality improved to deliver alert/warning notifications to both success coaches and advisers simultaneously

Year 3 (2018-2019): Emily Johnson works primarily with student athletes and has an increased coaching load, Argie Manolis (community engagement) no longer provides coaching

New initiatives in OAS Coaching

- Summer outreach to students eligible to participate in Mastering in Math

- Summer outreach to second year students on probation
- Summer outreach to students entering in advanced standing status
- Summer outreach to student athletes prior to on-campus arrival
 - o Direct work with Athletic Coaches to identify areas of team development
- Classroom presentation support for academic assistance

Current Coaching Assignments

370 first year students assigned coaches

- o 233 through the Office of Academic Success
- o 78 through Native American Student Success
- o 36 through Summit Scholars/TRIO Student Support Services
- o 14 through Multi-Ethnic Student Programs
- o 9 through International Student Programs

Morris's grant funded programs are low on staffing. Using more group opportunities with peer mentors. Under the direction of Kerri Barnstable.

Year one, alerts were first sent to the success coach and then to adviser. Now both success coach and adviser receive the alerts.

Emily Johnson has a heavy coaching load and uses group coaching for athletes who have all been assigned to her.

Johnson conducted summer research on Mastering in Math success; second-year students on probation; transfer student assistance; and student athletes

Zenner and Johnson did academic assistance-type presentations in the classroom this fall.

Spring 2018 OAS Coaching Survey:

48 percent of students responded

My success coach discussed or provided information about...

Academic support 84%

Faculty services 76%

Being involved in campus life 70%

Financial Services 59%

Academic Enrichment 58%

Health and Wellness 54%

Building Friendships 43%

Community Engagement 37%

Throughout the academic year, who assisted you in creating academic goals?

Academic Adviser 64%

Success Coach 68%*

Course Instructor 32%

Other 21%

***Of 90 respondents: My success coach helped me achieve my academic goals...**

Strongly agree 32%

Agree 64%

Disagree 3%

I am satisfied with the number of times I met with my success coach...

Yes 82%

I would have liked to meet more 12%

I would have liked to meet less 6%

Academic Assistance

Coordinate academic support in the form of:

Peer-Assisted Learning (PAL), drop in study rooms (Chemistry, Math, Physics), appointment-based tutoring, and Summit Scholars - TRIO Student Support Services Study Groups

Facilitate academic strategy workshops

Meet with students individually on an as-needed basis to discuss and develop academic skills

Train and develop student employees

In the Fall 2018 semester, developed and supervised 12 PAL Facilitators, 8 drop-in tutors, 16 appointment based tutors, and 3 Summit Study Group Tutors

PAL Facilitators

3 hours of training at beginning of semester

2-3 sessions observed by Academic Assistance Coordinator or PAL Mentor (a student who has been a PAL before)

4 professional development staff meetings over course of the semester

Drop-in Tutors, Appointment-based tutors, and Summit Study Group tutors

Attend 2 hour training in active learning strategies at beginning of semester
Invited to optional trainings during semester

See PowerPoint slide for PAL offerings and student visits tally

Individual appointments do not include the Writing Room.

Zenner and Barnstuble are working together to develop Summit Scholar programming.

Shared AAC/Summit Scholars position

- 25% position for direct support to Summit Scholars program
- 5 office hours/week in Blakely
- Coordinate study groups of 2-5 students for historically challenging courses and hire and train tutors to lead these study groups
- Facilitate weekly academic workshops (7 workshops so far)
- Actively engage in Summit Scholars programming

Classroom visits

- Reading & Note-taking strategies
- Time Management
- Preparing for an Exam
- Reflection Activities
- Fall semester outcomes: 32 CLASSROOM VISITS, 584 STUDENTS SERVED

Tutor Inspiration Wall

- Display of all tutor bios

New initiatives in Academic Assistance/OAS general

- New Faculty/Staff Orientation Presentation
- Orientation Adviser/Student Panel
- Just Ask! fall drop-in opportunity
 - September 10th - Dining hall
 - Academic Planning, Using Google Calendar, Planning Your Time, Study Skills & Test Prep, Requesting a Tutor
- Nacho Average Finals Prep event
 - November 29th - Library Main Floor (with Briggs 50th Birthday!)
 - One Stop Shop for Finals Preparation... and Nachos!

Disability Resource Center

Provide expertise for the campus by informing on issues related to student learning and physical needs

- Compliance related issues
- **Support for students with physical and psychological disabilities**
 - Continuing trend of growth in students requesting accommodation

- Growing variety in accommodation required for student support
- Student cases are more complex
- Significant increase in proctored exams and other accommodation provided
- **Access to the Disability Resource Center is a mandate**
 - DRC v Student Counseling access
 - Cannot legally turn students away regardless of time, resources, etc.

Growing complexity in student needs and requests

· **Increasing numbers of students seeking mental health support**

§ First Year student self reported* University wide

- Fall 2017: 40%
- Fall 2018: anticipate nearly 50% (final report due soon)

Morris DRC students report mental health needs

§ Fall 2016: 57%

§ Fall 2017: 67%

§ Fall 2018: 67% (to date)

Growing number of students who identify with autism spectrum disorder

§ Morris DRC growth 2010-2018

- 2010-2011: 6
- 2014-2015: 15
- 2016-2017: 22
- Fall 2018: 18 (to date)

Registered for services at Morris DRC (ALL)

§ Fall 2018: 160 students (to date)

- 50 students more than last year at this time

New Initiatives

- Potential programming specific to students who identify as neuro-diverse
- Case management software
 - Allows for secure note taking
 - Produces and stores accommodation letters to faculty
 - Planned student portal to schedule exams will be added
- On-going equipment and software purchases to support student learning
 - Note-taking
 - Low vision
 - Physical access (wheelchairs, scooters, classroom seating, etc)

Hoekstra is serving as a consultant for the Equity and Diversity Advocates initiative.

Academic Alert

- Lead Success Coordinator assumed responsibility for Academic Alert process in Spring 2016
- In Fall 2017, UMM moved from using an outside vendor (Pharos Resources) to a University of Minnesota developed and managed product (APLUS Instructor View)
- Training on APLUS Instructor View was offered in Fall 2017 and Fall 2018 as part of Fall Professional Development Day, drop in assistance is offered each fall/spring prior to annual planning, Lead Success Coordinator offers individual training and support for staff and faculty as needed

Alert Types

Instructor generated:

- Academic Performance: Attendance
- Academic Performance: Grades
- Academic Performance: Homework
- Academic Performance: Inability to Cope with academic pressures
- Academic Performance: Other
- Academic Performance: Papers
- Academic Performance: Tests
- Academic/Career Goals: Other
- Academic/Career Goals: Struggling with career goals
- Academic/Career Goals: Unsure how career goals match with majors offered
- Behavioral Concern: I am concerned for the safety of the student
- Behavioral Concerns: Student is disruptive in class, work, or living environment
- Life/Social Concerns: Crisis at home
- Life/Social Concerns: Death of a family member
- Life/Social Concerns: Has expressed feelings of isolation/alienation
- Life/Social Concerns: Other
- Physical and Mental Health Concerns: Anxiety
- Physical and Mental Health Concerns: Chronic Illness
- Physical and Mental Health Concerns: Depression
- Physical and Mental Health Concerns: Lack of Sleep
- Physical and Mental Health Concerns: Other
- Physical and Mental Health Concerns: Significant health issue
- Physical and Mental Health Concerns: Stress

System generated:

- Dropped all courses
- Not registered for classes
- Dropped below 12 credits
- Dropped one or more courses
- Admitted to a degree seeking program in another college/campus
 - Fall 2016 (Pharos Resources)
 - **Total Alerts Generated: 671** (instructor generated only)
 - Fall 2017 (APLUS)

- Total Alerts Generated: 1305
 - System Generated: 442
 - **Instructor Generated: 863**

*Fall 2016 total student population: 1771

*Fall 2017 total student population: 1627

- From August 29th (first day of class) to November 26th, 2018 OAS staff have facilitated...
- 1,085 individual student meetings
- 184 exams

Q and A

How many students versus number of alerts? This information is available but was not tabulated for the PowerPoint. It would be interesting to correlate academic alerts to students placed on probation and students who avoided probation.

Porwoll noted that alert system is not being used to its full capacity in regard to notifying students and gathering data. Not enough people are using the software.

It was noticed from the drop-in tutoring slide that an increase in math drop-in students coincides with a change to every day homework assignments. The new homework schedule is helping students, and OAS is happy to help them as well.

Success Coach appointments have never been required of students.

Success Coaches schedule appointments three times during the fall. In the spring, they contact the first-year student to inquire how many times they would like to meet during that semester. The other coaching programs have similar touch points but more group interactions rather than one on one.

Summit and NASS scholars will have more opportunities for individual meetings as the programs prepare for end of the semester.

Staffing accounts for the differences between the coaching programs.

Boever noted that several of her first-year students from last year really didn't need her as much during their freshmen year but have contacted her this year for assistance. OAS will assist student beyond the first-year programming.

How things work...student with academic alert with multiple faculty. Do they respond to Jessica or coach? We ask advisers to reach out. OAS would like advisers to use APLUS alerts more.

A difference between student in class and adviser relationships was noted in regard to academic alerts. Instructors can reach out to Porwoll.

Residential Life staff ask Porwoll to contact instructor when they identify health issues...brings to mind the student and often the student has issues in classroom as well.

It was noted that some responses to academic alerts might be confidential.

Are most students aware of their academic situation? It depends upon the student and the instructor. Instructor might have already spoken to the student. Sometimes student is completely unaware.

Sometimes an academic alert identifies a "bigger" problem that might not even be academic.

Some instructors send updated grades, so it may not be necessary to send academic alerts.

Respectfully submitted,
Judy Korn

[Addendum one](#)



Office of Academic Success

Report to the Scholastic Committee

November 27, 2018



Office of Academic Success (OAS)

July 2014

- Academic Advising, Disability Services, Academic Assistance, & Retention merged and co-located in Briggs Library

August 2015

- Relocated to renovated space on main level, Briggs Library
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- Coordinator of Retention moves to Director of Trio Support Services; position not filled

Spring-Summer 2016

- Search for Director of OAS completed
- Lead Success Coordinator position filled
- College Success Coach program developed
- Coordinator of DRC position becomes 12 month
- Coordinator of Academic Assistance position becomes 10 month



Office of Academic Success (OAS)

2016-2017

- ❖ Academic Assistance Coordinator position vacant
 - 10 month position search failed
- ❖ Success Coach **Brian Nyakundi** resigned (May)
 - **Kathleen Kittridge** hired in August 2018
 - 10 month position

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OAS Staffing



- Director: **Brenda Boever**
 - Coordinator of Academic Advising
- Associate Director: **Matthew Hoekstra**
 - Coordinator of Disability Resource Center
- Coordinator of Academic Assistance: **Keni Zenner**
- Lead Success Coordinator: **Jessica Porwoll**
- Success Coach: **Emily Johnson**
- Administrative Assistant, Advising: **Lacey Harstad**
- Administrative Assistant, DRC & AAC: **vacant** as of November 1, 2018



OAS Mission

Mission Statement


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Learning Outcomes

Mission statement as it relates to the Morris learning outcomes:

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- individual meetings with students to empower them to make well-intentioned and strategic decisions about their education
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- manage the Master Adviser program
- education of faculty advisers regarding advising skills, technology, and information
- management of various aspects of new student registration (before, during, and after)
- assessment of advising: first-year and graduating seniors
- assist students writing petitions for exception to academic policy (Scholastic Committee)

Tracking Major/Adviser Changes

In 2015, criteria for matching students to advisers was modified to consider factors such as major, Division of major, 2nd major, course instructors, etc.

Major/Adviser Changes for 2017-2018*

	<u>Major changes</u>		<u>Adviser changes</u>	
	ALL	First years	ALL	First years
Fall	336	96	98	20
Spring	<u>283</u>	<u>115</u>	<u>99</u>	<u>48</u>
Total	619	211	197	68

*does not reflect all major/minor changes prior to the start of the semester or administrative changes made for various reasons (sabbatical, leave, etc)



New initiatives in Advising

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- ❖ started in Summer 2017; online, free of charge, earns no credit
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New Advising initiatives, cont.

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New Advising initiatives, cont.

Coffee Connections

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Advising Holds

- ❖ Continued discussions on best practice for placing holds for new and continuing students

Adviser Assignments

- ❖ Continued discussion and refinement of adviser assignments for first year students

Adviser assessment

- ❖ Discussion beginning with VCAA and Division Chairs for creating consistent use of advising in Promotion and Tenure process




Success Coaching at Morris

- **Coaching is provided through three areas, utilizing a similar model (initially developed through Great Lakes grant programs)**
- **Native American Student Success**
 - Native American students
- **Summit Scholars, TRIO Student Support Services (*application required*)**
 - First generation students
 - Low income students
 - Students registered with the Disability Resource Center
- **Office of Academic Success & Campus Partners**
 - International students - Ray Lagasse, Leslie Lindberg, Nancy Pederson
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 - Introduce students to the University
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 - Help students identify strengths & areas for development
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 - Frequency of coaching meetings varies by program. Students in OAS have the opportunity to interact with their coach at three key times in the first semester
 - First weeks of semester
 - Before midterms & registration
 - Before finals
- 



Changes in Success Coaching

- **Year 1 (2016-17):** Students were coached by staff in NASS, Summit Scholars, Office of Academic Success, International Student Program, Multi-Ethnic Student Program, Community Engagement, & Athletics
- **Year 2 (2017-18):** Athletic coaches no longer provide formal success coaching, OAS coaching loads increase, alert functionality improved to deliver alert/warning notifications to both success coaches and advisers simultaneously
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 - Direct work with Athletic Coaches to identify areas of team development
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 - 233 through the Office of Academic Success
 - 78 through Native American Student Success
 - 36 through Summit Scholars/TRIO Student Support Services
 - 14 through Multi-Ethnic Student Programs
 - 9 through International Student Programs



Spring 2018 OAS Coaching Survey: Information Provided by Coaches

My success coach discussed or provided information about...

Academic support 84%

Faculty services 76%

Being involved in campus life 70%

Financial Services 59%

Academic Enrichment 58%

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Spring 2018 OAS Coaching Survey: Academic Goals

Throughout the academic year, who assisted you in creating academic goals?

Academic Adviser 64%

Success Coach 68%*

Course Instructor 32%

Other 21%

***Of 90 respondents: My success coach helped me achieve my academic goals...**

Strongly agree 32%

Agree 64%

Disagree 3%




Spring 2018 OAS Coaching Survey: Frequency of Meetings

I am satisfied with the number of times I met with my success coach...

Yes 82%


I would have liked to meet more 12%

I would have liked to meet less 6%



Functions of the Academic Assistance program

- Coordinate academic support in the forms of:
 - Peer-Assisted Learning (PAL), drop in study rooms (Chemistry, Math, Physics), appointment-based tutoring, and Summit Scholars - TRIO Student Support Services Study Groups
- Facilitate academic strategy workshops
- Meet with students individually on an as-needed basis to discuss and develop academic skills
- Train and develop student employees
 - In the Fall 2018 semester, developed and supervised 12 PAL Facilitators, 8 drop-in tutors, 16 appointment based tutors, and 3 Summit Study Group Tutors



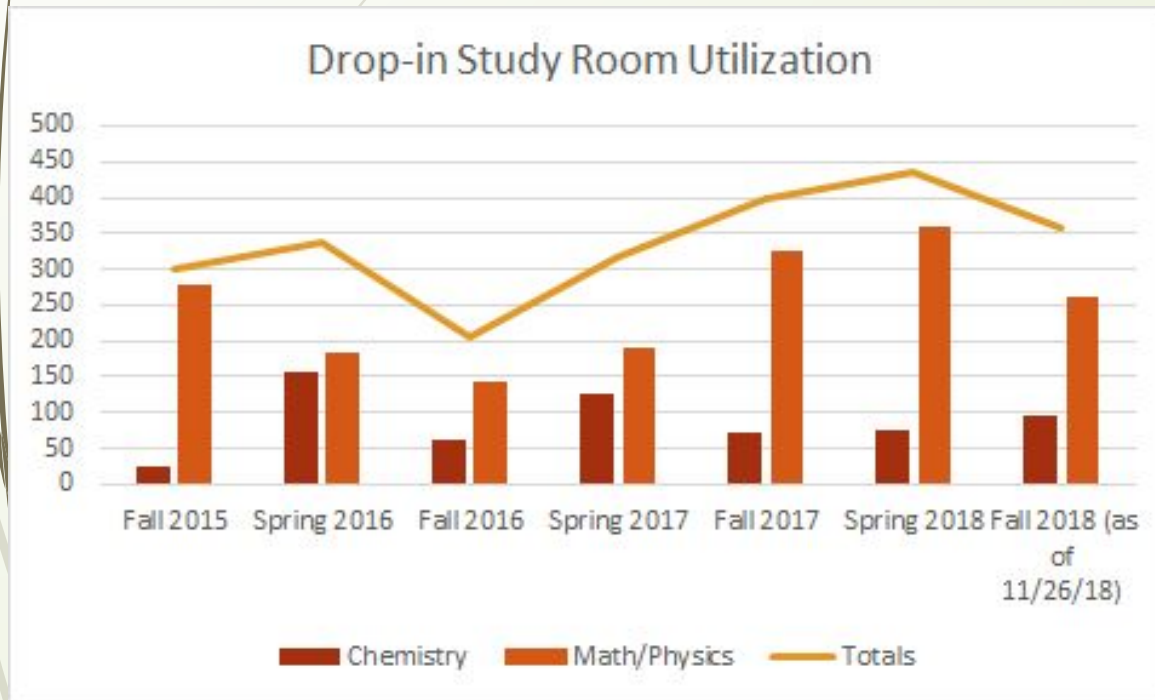
Peer-Assisted Learning (PAL) Facilitator and Tutor Training and Development

- PAL Facilitators
 - 3 hours of training at beginning of semester
 - 2-3 sessions observed by Academic Assistance Coordinator or PAL Mentor (a student who has been a PAL before)
 - 4 professional development staff meetings over course of the semester
- Drop-in Tutors, Appointment-based tutors, and Summit Study Group tutors
 - Attend 2 hour training in active learning strategies at beginning of semester
 - Invited to optional trainings during semester

PAL Offerings and Utilization

Term	# of Courses Supported by PAL	Total Visits	Average Visits/Course Supported
Fall 2015	15	3152	210.1
Spring 2016	15	2409	160.6
Fall 2016	18	2371	131.7
Spring 2017	16	1809	113.1
Fall 2017	11	1767	160.6
Spring 2018	10	1273	127.3
Fall 2018 (as of 11/26/18)	12	1962	163.5

Drop-in Study Room Utilization



Term	Chemistry	Math/ Physics	Totals
Fall 2015	23	278	301
Spring 2016	157	182	339
Fall 2016	62	143	205
Spring 2017	125	192	317
Fall 2017	73	324	397
Spring 2018	75	360	435
Fall 2018 (as of 11/26/18)	94	263	357

Individual Appointment-based Tutoring



Term	Total Visits
Fall 2015	187
Spring 2016	205
Fall 2016	143
Spring 2017	113
Fall 2017	86
Spring 2018	117
Fall 2018 (as of 11/26/18)	102

New initiatives in Academic Assistance

Shared AAC/Summit Scholars position

- ❖ 25% position for direct support to Summit Scholars program
 - 5 office hours/week in Blakely
 - Coordinate study groups of 2-5 students for historically challenging courses and hire and train tutors to lead these study groups
 - Facilitate weekly academic workshops (7 workshops so far)
 - Actively engage in Summit Scholars programming

Classroom visits

- ❖ Reading & Note-taking strategies
- ❖ Time Management
- ❖ Preparing for an Exam
- ❖ Reflection Activities
 - Fall semester outcomes: 32 CLASSROOM VISITS
 - 584 STUDENTS SERVED

Tutor Inspiration Wall

- Display of all tutor bios

New initiatives in Academic Assistance/OAS general

- ❖ New Faculty/Staff Orientation Presentation
- ❖ Orientation Adviser/Student Panel
- ❖ Just Ask! fall drop-in opportunity
 - September 10th - Dining hall
 - Academic Planning, Using Google Calendar, Planning Your Time, Study Skills & Test Prep, Requesting a Tutor
- ❖ Nacho Average Finals Prep event
 - November 29th - Library Main Floor (with Briggs 50th Birthday!)
 - One Stop Shop for Finals Preparation... and Nachos!


Academic Success
Just Ask!
Monday, September 10th
11 a.m. - 1 p.m.
Dining Hall

TOPICS

- **Academic Planning**
Am I on the Right Track?
- **Using Google Calendar**
- **Planning Your Time**
- **Study Skills & Test Prep**
- **Requesting a Tutor**

Drop in tables will be on the main floor of the Dining Hall

Questions? Contact the Office of Academic Success
oas@morris.umn.edu or 320-589-6178



Nacho Average Finals Prep!



November, 29th 2-4 PM

Briggs Library

All are welcome to come gather strategies to help prepare for finals and eat nachos!



Cake will also be served in honor of the Library's 50th Anniversary!

Sponsored by: Office of Academic Success, Briggs Library, Academic Affairs, and Student Affairs



Functions of the Disability Resource Center

- **Provide expertise for the campus by informing on issues related to student learning and physical needs**
 - Compliance related issues
- **Support for students with physical and psychological disabilities**
 - Continuing trend of growth in students requesting accommodation
 - Growing variety in accommodation required for student support
 - Student cases are more complex
 - Significant increase in proctored exams and other accommodation provided
- **Access to the Disability Resource Center is a mandate**
 - DRC v Student Counseling access
 - Cannot legally turn students away regardless of time, resources, etc.



DRC trends and areas of growth

Growing complexity in student needs and requests

- **Increasing numbers of students seeking mental health support**
 - First Year student self reported* University wide
 - Fall 2017: 40%
 - Fall 2018: anticipate nearly 50% (final report due soon)
- **Morris DRC students report mental health needs**
 - Fall 2016: 57%
 - Fall 2017: 67%
 - Fall 2018: 67% (to date)
- **Growing number of students who identify with autism spectrum disorder**
 - Morris DRC growth 2010-2018
 - 2010-2011: 6
 - 2014-2015: 15
 - 2016-2017: 22
 - Fall 2018: 18 (to date)
- **Registered for services at Morris DRC (ALL)**
 - Fall 2018: 160 students (to date)
 - 50 students more than last year at this time



New initiatives in the Disability Resource Center

- ❖ Potential programming specific to students who identify as neuro-diverse
- ❖ Case management software
 - Allows for secure note taking
 - Produces and stores accommodation letters to faculty
 - Planned student portal to schedule exams will be added
- ❖ Consultant for the Equity & Diversity Advocates initiative
- ❖ On-going equipment and software purchases to support student learning
 - Note-taking
 - Low vision
 - Physical access (wheelchairs, scooters, classroom seating, etc)



Academic Alert

- Lead Success Coordinator assumed responsibility for Academic Alert process in Spring 2016
- In Fall 2017, UMM moved from using an outside vendor (Pharos Resources) to a University of Minnesota developed and managed product (APLUS Instructor View)
- Training on APLUS Instructor View was offered in Fall 2017 and Fall 2018 as part of Fall Professional Development Day, drop in assistance is offered each fall/spring prior to annual planning, Lead Success Coordinator offers individual training and support for staff and faculty as needed



Alert Types

Instructor generated:

- Academic Performance: Attendance
- Academic Performance: Grades
- Academic Performance: Homework
- Academic Performance: Inability to Cope with academic pressures
- Academic Performance: Other
- Academic Performance: Papers
- Academic Performance: Tests
- Academic/Career Goals: Other
- Academic/Career Goals: Struggling with career goals
- Academic/Career Goals: Unsure how career goals match with majors offered
- Behavioral Concern: I am concerned for the safety of the student
- Behavioral Concerns: Student is disruptive in class, work, or living environment
- Life/Social Concerns: Crisis at home
- Life/Social Concerns: Death of a family member
- Life/Social Concerns: Has expressed feelings of isolation/alienation
- Life/Social Concerns: Other
- Physical and Mental Health Concerns: Anxiety
- Physical and Mental Health Concerns: Chronic Illness
- Physical and Mental Health Concerns: Depression
- Physical and Mental Health Concerns: Lack of Sleep
- Physical and Mental Health Concerns: Other
- Physical and Mental Health Concerns: Significant health issue
- Physical and Mental Health Concerns: Stress

System generated:

- Dropped all courses
- Not registered for classes
- Dropped below 12 credits
- Dropped one or more courses
- Admitted to a degree seeking program in another college/campus



Alert Data Comparison

- Fall 2016 (Pharos Resources)
 - **Total Alerts Generated: 671** (instructor generated only)

- Fall 2017 (APLUS)
 - Total Alerts Generated: 1305
 - System Generated: 442
 - **Instructor Generated: 863**

*Fall 2016 total student population: 1771

*Fall 2017 total student population: 1627



Fall 2018 OAS Service to Date

- ❖ From August 29th (first day of class) to November 26th, 2018 OAS staff have facilitated...
 - 1,085 individual student meetings
 - 184 exams



Thank you!
~Questions?

Office of Academic Success
240 Briggs Library

Brenda Boever, OAS Director
Jessica Porwoll, Lead Success Coordinator