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Scholastic Committee

Campus Governance

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Scholastic minutes 03/12/2020

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Scholastic Committee
2019-20 Academic Year
March 12, 2020
Meeting Twelve Minutes

Present: Merc Chasman (chair), Jenn Goodnough, Joe Beaver, Jason Ramey, Marcus Muller, Brenda Boever, Emma Kloos, Dennis Stewart, Kenzie Marquette

Absent: Mike Cihak, Kimberly Novotny, Alyssa Pirinelli, Heather Pennie, Marley Lund

Guest: Jessica Porwoll, assistant director, Office of Academic Success

1. Approve minutes of February 27, 2020 meeting

Tabled

2. Chair's Report

No report.

3. SCEP Report

No report.

4. Office of Academic Success presentation

Brenda Boever and Jessica Porwoll provided updates on what is happening in the Office of Academic Success (OAS). Technically, Academic Advising reports to the Scholastic Committee (SC), but they thought it best to do a joint presentation.

Learning Outcomes:

Tied to mission statement. Reminder, of the major items responsible for.

Data on advisers and major changes. Not nearly as many adviser changes as in the past. Seeing stability. More activity with first year students.

Mastering Math summer course:

Done for three years in cooperation with the dean and the math discipline. It's a review of basic algebra. If they take Basic Algebra in the fall it puts them out of sequence so the Mastering Math course was created to keep students on track. Students in the course do a parallel experience with students in the Gateway Program. Webwork is the name of the software and it's easy to access. We identify students at new student registration and work with Barry McQuarrie to add students to the class. This is not a credit-bearing course.

Those that didn't succeed didn't attempt the class.

Webwork is free and open source and doesn't cost anything for students to participate.

MATH 0901 will go away and be replaced by a 2-credit course that will be prereq for general chemistry (CHEM 1101).

Successful completion column shows the course is good thing for our students. It allows them to stay on track. Nice additions to opportunities students have. Any sense of those that were unsuccessful? Were they students that didn't engage or didn't attempt the course? Maybe they didn't get very far in the course. From the results you can see there is a difference between students who didn't fully engage and those who didn't get the material.

Is there a feel for why more students are needing to register for either the summer math course or basic algebra? The suspicion is a lack of preparation of these students that are coming in. The same placement is being used. We're also doing better at communicating opportunities.

Gateway success seems very different from the summer course. Is messaging different there?

Gateway are students on campus so we're letting Gateway staff and Barry communicate with that group. Maybe we need Emily Johnson to communicate with them. Gateway students also have other course obligations. It's more the unsuccessful that's concerning.

Looking ahead:

Proposing change in advising time at new student registration . Advising would like to see an additional 30 minutes to talk about liberal arts curriculum, goal setting, then move to the lab with advisers and register. We plan to create a take away guide for students to take home with more details about academic planning and the process so families have more time to discuss.

The addition of the progress toward degree information will have more information on APAS showing students how they are making progress.

Sent information to the dean's office with a phase 2 module refresher.

OAS would also like to enhance outreach to students on probation.

Probation/suspension data wasn't different between males and females, but we do want to have different outreach for different populations.

Success Coaching:

NASS is back to being fully staffed, but OAS handles all students.

There is a lower percentage of students meeting with advisers than in the past. Many had strong success at the first and second meetings, but there was a drop off at the 3rd meeting.

150/180 in first and second meeting

There were some lower numbers in NASS students meeting with their coaches. There are additional NASS components that would meet the needs of some students. Maybe meeting with students in a different fashion.

APLUS and Alerts:

OAS distributed tips to faculty on how to use APLUS and Alerts. They have noticed considerable success this semester with alerts. OAS is working on different potential ways for this to be a loop closing system. The guide is easier for faculty to use than the old system. A member noted they really liked the green box with important information, but it can get lost amongst the other data. Is there a way to make it more prominent? Does the student see it automatically? It's difficult looking in email looking for the little box. OAS is looking at ways to revise the alert system. Many faculty are using the new alerts system because you can just click a box. One concern is that there are FERPA violations happening across the board with this system because all faculty have access to all students. Faculty are unintentionally seeing information they shouldn't see because of the alert system. There are some small things we can control so we should talk further.

Fall data:

There was a significant increase with 83 faculty submitting things in for an increase in total students (1499). Canvas Analytics will let instructors know when someone has not logged into their site ever. There was resistance on this campus to using Canvas due to fears of the gradebook being linked to alerts. That is not part of the alerts system. Alerts are only generated from observers. There is

functionality available to determine if a student logged into class. It could save emails instead of having to contact other instructors. Leslie Schiff would know more.

Comparison:

Despite the decrease in our student population we are still providing a lot of resources and help.

DRC updates:

The number of students utilizing services from the DRC are growing. Population total is significantly less, but the percentage is higher. How much of that is for exam accommodations? Matt has breakdown and they all collect data the same way. Is the increase solely exam accommodations? I don't get that sense. Where are we compared to other system campuses? Morris is much like the Crookston campus in population. The Twin Cities has a much higher number of students, but percentage wise is not as high. Thank you for allowing students to take exams in OAS, If the number of students requiring accommodations continues to increase we may need to have more space and options. That should be taken into consideration with the budget. OAS makes adjustments with the small fleet of laptops for mathematica, etc. In the past, occasionally there were some complications with moodle on what to do if more than one student showed up? We do a lot different things in OAS to make it work.

Mental Health and Autism:

There is a growing number of students with mental health. In spring 2019, 64% of students reported having some form of mental health and 16% of students with Autism and facing challenges. If we're doing something successful, it would be good information for SEM leads to highlight. Matt Hoekstra has a nice connection with staff in counseling, police and has worked with them in many ways.

Academic Assistance:

OAS has areas with PAL and drop in study. Group tutoring is seeing more success than drop in tutoring. Momentum appointments (initiated due to a change in the Incomplete policy) are doing well. Students on probation are opting in. We're seeing small numbers, but it's a win.

Students who want structured time to work on graduate applications are attending momentum sessions. Tutors are trained to provide the structured time. Tutors are doing really well because they participated in the program last year so they understand the need.

Some students get paralyzed trying to decide what option is the best option at the moment, PAL vs tutoring. First year students don't know where the best place to go for help is. They don't know the difference between peer-assisted learning versus tutoring. It would be useful for faculty too, to have a glossary of what is offered and letting more faculty know the differences. I had a student who was struggling in chemistry, but the real problem was math and they had a lightbulb moment when they went to a math tutor. We encourage students to work with success coaches for routing to appropriate assistance. We also provide individual consultation and ongoing appointments that are referred by faculty.

Upcoming:

We are talking to Rebecca Dean about participating in the co-curricular assessment. We spent time in a staff meeting identifying what we would like to be assessed. We currently have a solid plan in place. We are meeting with PAL and tutors to teach them how to use Zoom and are notified about different opportunities. Do you have plans or ideas for students without good internet access? We had a quick huddle to talk about some of those challenges, but we're going to let campus-wide IT guide us. We might need hotspots or laptops, but we're not sure at the moment. We have students who live in a

community where the closest access to internet is a half hour away. We've heard many students were uncertain if they're planning on coming back after break. They are nervous about it too.

Do we have enough information to vote online on moving the advising hold to 90 credits? We are waiting for more information from the Office of the Registrar(OTR) . OTR is waiting to hear back from the business analysts from the Twin Cities on the feasibility of some of the queries needed to change the hold from credits to semesters.

Addendum One: [Office of Academic Success presentation](#)

Respectfully submitted,

Angie Senger
Office of the Registrar



Office of Academic Success report to the Scholastic Committee

March 2020

- Academic Advising
- Academic Alert
- Academic Assistance
- Disability Resource Center
- Success Coaching




Learning Outcomes



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
- 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)

Advising: Selected Data

Major/Adviser changes

Fall 2019 Totals			
Major Changes		Advisor Changes	
ALL	FRESHMEN (F19)	ALL	FRESHMEN (F19)
292	96	63	11

Fall 2018 AND Spring 2019 Total			
Major Changes		Advisor Changes	
ALL	FRESHMEN (F18)	ALL	FRESHMEN (F18)
631	213	88	83

Advising: Selected Data


Mastering Math summer course*

*Data supplied by UM Morris Mathematics discipline

Advising works with the Math faculty to recruit and enroll students in the Summer Online Basic Algebra course.

- Allows students to build needed Math skills before the semester begins
- No delay in beginning required sequential courses
- Annual review =evidence of success

Year	Successful Completion	Grade of C or higher during Fall Math 1012	Unsuccessful	Fall Enrollment Math 901
2019	36 28(Online) + 8(Gateway)	25 of 30 (6 did not take 1012)	15 9(Online) + 6(Gateway)	24
2018	22 14(Online) + 8(Gateway)	10 of 12 (10 did not take 1012)	5 3(Online) + 2(Gateway)	13
2017	20 16(Online) + 4(Gateway)	12 of 14 (6 did not take 1012)	16 10(Online) + 4(Gateway)	13



Advising: Looking ahead 2020-2021 initiatives

- **New Student Registration**
 - Additional advising time allotted
 - Pocket guide to academics tbd
- **TADA project (uAchieve)**
 - Progress Toward Degree (PTD)
- **Change in the advising holds policy (proposed)**
 - Required advising for all students with fewer than 90 credits
- **Enhanced Adviser Training (proposed)**
 - Phase 1: New Adviser Training
 - Phase 2: New required Training for all advisers
 - Deepen advising skills & relationship building
 - Working with challenging student issues
- **Enhanced outreach to probationary students (proposed)**



Success Coaching at UMN Morris

- **Fall 2019 NHS Coaching Assignments** - 321 students
 - Office Of Academic Success: 180
 - Native American Student Success: 83
 - TRIO Summit Scholars: 44*
 - Multi-Ethnic Student Program: 9
 - International Student Programs: 5

- **75.39% of first year students attended a beginning semester meeting**
 - 83.33% in OAS

- **66.98% of first year students attended a middle semester meeting**
 - 83.33% in OAS

- **47.35% of first year students attended an end semester meeting**
 - 57.22% in OAS

*TRIO Summit Scholars also provides additional coaching for students beyond the first year

APLUS & Alert New Reference Materials - Fall 2019

Quick Reference for Instructors Submitting Alerts in APLUS

Step 1: Log into APLUS at aplus.umn.edu

Step 2: Choose *Instructor View* on the right side of your screen

Step 3: Select *+Add a concern*

About concerns: Concerns about attendance, grades, homework, papers, and tests generate an automatic email to the student and route to advisers and success coaches for follow up. Behavior, Mental and Physical Health, Life/Social, Academic Pressures, Academic/Career Goals, and other concerns do not generate an email to the student and route to the APLUS coordinator.

Demo Student 0123456 student000000@umn.edu HUM 1006: Section 500

Overview Contacts Notes

Below is an overview of various information about the student. For more detailed information, including historical data, click on the tabs above

Course Concerns

+ Add a concern

Academic Plans

Campus	Col	Admit Type	Col	Program	Status	Type	As Of
UMN/MO	UGRD	NAS	UMM	Psychology B A	Active	MAJ	Jan 22, 2019
UMN/MO	UGRD	NAS	UMM	Non-Degree	Discontinued	NDIG	Aug 25, 2019

Add/update concerns

Concerns:
No concerns added yet.

+ Add a concern

Step 4: A new box appears – Select the concerns that most closely match your own – add notes for additional context for advisers

Step 5: Click *Save concern(s)*

555/555-5555

Appointment
Log contact
Compose Email

All
Attendance
Grades
Both Homework
Life Inability To Cope with Phy
Academic Pressures
Cor Papers
Oth Tests

Save concern(s) Cancel

Recent Contacts

Staff	Type	Unit	Date
Devon Johnson	PS Comment		May 28, 2019
Nick Skulan	PS Comment		May 21, 2019
Judy Renee DeGrote Korn	Note	UMN/MO: Acad Dean's Admin. Registrar	May 06, 2019
Jessica Porwoll	Email		Apr 23, 2019

Step 6: Check for follow-up
If an adviser or coach has met with a student and recorded a note about their interaction, you'll see that here – for additional context, click on the contacts and notes tabs above

Quick Reference for Advisers Using APLUS

Characteristics Tab:
- Detailed Alert and Warning Information
*Current Subtab = this semester
*Historical Subtab = past semesters
-Academic Standing
-Holds
-Language and Math Placement Scores

Academics Tab:
Courses Subtab:
-High School Information
Programs Subtab:
-Academic Program History
Pre-Enrollment Subtab:
-ACT Score

Contacts/Notes Tabs:
Contacts:
-History of direct adviser/coach interactions
Notes:
-Notes made without direct student contact

Demo Student 0123456 student000000@umn.edu

Overview Characteristics Academics Contacts Notes

Below is an overview of various information about the student. For more detailed information, including historical data, click on the tabs above

Characteristics

FERPA Information
Personal Pronouns

Log contact
Compose Email

Academic Plans

Campus	Col	Car	Status	Program	Sub-Program	As Of
UMN/MO	UGRD	Discontinued	Non-Degree			May 23, 2019
UMN/MO	EHD	UGRD	Active	Youth Studies B S		May 23, 2019

Advisers

Adviser	Role	Plan	College	Committee	#	As Of
Demo Staff	Adviser	Youth Stud	EHD	--	1	Nov 05, 2013
Adviser Name	Dept	Youth Stud	EHD	--	2	Nov 05, 2013
Adviser Name2	Advisic	--	EHD	MBASKT	3	Nov 05, 2013
Adviser Name3	Advisic	--	EHD	MBASKT	3	Nov 05, 2013

Appointments

Staff	Type	Unit	Status	Date
Demo Staff	Appointment	CEHD: Sid Svcs	Attended	Oct 23, 2013
Demo Staff	Appointment	CEHD: Sid Svcs	Attended	Jul 19, 2013
Staff Faculty Name	Appointment	CEHD: Sid Svcs	Attended	Jun 15, 2013

Spring 2014 Courses

Course	Title	Grading	Section	Credits	Drop Date
AMN 1003	American Indians in MN	A-F	002	3.0	--
PSTL 1398	Stories of Social Change	A-F	001	3.0	--
WRIT 1301	University Writing	A-F	041	4.0	--
YOST 1001	Youth Media & Scholarship	A-F	002	3.0	--

Basic Alert and Warning Information


Appointment History
*Adviser, Success Coach, & Career Services

University of Minnesota policy: In-progress notifications are required for students who appear to be in danger of receiving a D, F, or N grade in any 1-XXX course. Notification should be given in a timeframe that allows for improvement in academic performance or withdrawal by the withdrawal deadline. Learn more at <https://policy.umn.edu/education/midtermacadperformance>

If you have questions about submitting concerns or using APLUS please contact the Office of Academic Success at (320)589-6178 or ooas@morris.umn.edu.

If you have questions about using APLUS please contact the Office of Academic Success at (320)589-6178 or ooas@morris.umn.edu.

Rev. 8/2019



APLUS & Alert - Fall 2019 Data

- **Instructor generated concerns*** - 953 concerns for 394 students
 - Ex. Academic Performance, Life/Social, Physical/Mental Health Concerns

- **System generated concerns** - 419 concerns for 328 students
 - Ex. Student dropped a course, dropped below 12 credits, Not Registered for Following Term

- **In total, 573 students identified for follow-up**
 - Total fall 2019 student population: 1,499

- **83 faculty submitters**

*multiple concerns may be submitted for a course

APLUS & Alert - Data Comparison

- Fall 2016 - Pharos Resources Alert System
 - **Total alerts generated: 671***
 - Total student population: 1,771

- Fall 2017 - APLUS Alert System Adoption
 - Total alerts generated: 1,305
 - System generated: 442
 - **Instructor generated: 863**
 - Total student population: 1,627

- Fall 2018
 - Total alerts generated: 1,156
 - System generated: 438
 - **Instructor generated: 718**
 - Total student population: 1,554

- Fall 2019
 - Total alerts generated: 1,372
 - System generated: 419
 - **Instructor generated: 953**
 - Total student population: 1,499

*instructor generated only



DRC updates



Year	Total DRC Students	% of UMM students
2014-2015	154	8.1%
2015-2016	168	9%
2016-2017	174	9.8%
2017-2018	139	8.5%
2018-2019	184	11.8%
Fall 2019	197	13%



DRC updates

Trends ...

Mental Health

Year	Number of students	% of DRC students
2012-2013	37	25.9%
2014-2015	68	44.5%
Fall 2018	106	66%
Spring 2019	106	64%

Autism

Year	Number of Students	% of DRC students
2012-2013	7	4.9%
2014-2015	15	9.8%
Fall 2019	26	16.6%



Academic Assistance



- **PAL (peer assisted learning)**
 - Biology, Chemistry, Economics, Geology, Math, Physics, Psychology
- **Drop in Study Rooms**
 - Biology/Chemistry, Computer Science, English Grammar, Math/Physics
- **Group Tutoring**
 - French, Math, Statistics
- **Momentum Sessions**
 - Students on probation
 - Students working on Incompletes
 - Students who desire structured work time
- **Individual Consultation/ongoing appointments**



OAS

Upcoming initiatives

- **Participation in Co-curricular assessment**

~Questions?

Thank you!

Brenda Boever

Jessica Porwoll

Office of Academic Success